DOCUMENT RESUME

ED 041 081 UD 010 344

AUTHOR	Gilbert, Albin R., Ed.; Sessions, Robert Paul, Ed.
TITLE	Updating Intergroup Education in Public Schools: A Study-Action Manual.
INSTITUTION	West Virginia Wesleyan Coll. Buckhannon, W. Va.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C. Bureau of Elementary and Secondary Education.
PUB DATE	2 Jul 69
NOTE	178p.; Proceedings of an institute on "Interethnic Aspects of Public School Education in West Virginia", Buckhannon, W. Va., June 22 - July 2, 1969
EDRS PRICE	EDRS Price MF-$0.75 HC-$9.00
DESCRIPTORS	Attitudes, Community Involvement, Compensatory Education, Disadvantaged Youth, *Educational Change, *Instructional Innovation, *Intergroup Education, Multimedia Instruction, *Public Schools, *School Integration, Teacher Administrator Relationship, Teaching Methods, Team Teaching, Values
IDENTIFIERS	West Virginia

ABSTRACT

This manual contains reprints of speeches and discussions held at a ten-day summer institute in West Virginia on the common problems involved in moving from a segregated to an integrated educational system. Issues discussed were: the role of the teacher, local leadership and community organizations, educator attitudes and approaches best suited to disadvantaged students, team teaching, teaching methods and media innovations, teacher-administrator relations, in-service training, and action plans for the future. Appended is a list of books, periodicals, films, and other sources addressed to these problems. The purpose of the manual is threefold: in-service training, self study, and for general consultation. (KG)

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UPDATING INTERGROUP EDUCATION IN PUBLIC SCHOOLS

A Study-Action Manual

Albin R. Gilbert
Robert Paul Sessions
Editors

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Produced Under a Grant From
The Division of Equal Educational Opportunities
Bureau of Elementary and Secondary Education
Office of Education
Department of Health, Education, and Welfare
Under the Provisions of Title IV, Section 404, Public Law 88-352
The Civil Rights Act of 1964

UD010344

EQUAL EDUCATIONAL OPPORTUNITIES CENTER
West Virginia Wesleyan College
Buckhannon, West Virginia 26201

This book is dedicated to

West Virginia public school teachers,
administrators, and supervisors,
and to any others who wish to take
an active role in helping our State
achieve innovative intergroup education
with truly-equal opportunities for all.

SUGGESTIONS FOR USERS OF THE TRAINING KIT

The present volume is a direct outgrowth of the ten-day Institute on "Interethnic Aspects of Public School Education in West Virginia," held at West Virginia Wesleyan College, June 22 to July 2, 1969.

It was the intent of the Institute staff to provide copies of the training kit to superintendents who would turn over these copies after looking at the material to members of their teaching staff who could not attend the above Institute.

It was hoped that the superintendents would make arrangements for in-service training, preferably chaired by a former participant, or if not possible, by a volunteer.

The leader of the in-training group could divide the content of the volume into as many training units as is practicable. We have provided the text with numerous subtitles which will help the planning of training sessions.

It would be most desirable if the in-service training would result in action programs submitted to the superintendent, after the basic steps toward the implementation of the program had been laid down by the training group. If any problems connected with the use of the present volume should come up, the Institute staff will try to assist your school in solving them.

TABLE OF CONTENTS

Chapter, Title, Author — Page

Introduction

Dr. Albin R. Gilbert 9

CHALLENGE OF INTERGROUP EDUCATION

I. The Key Role of the Teacher in Interethnic Education

Dr. William J. Holloway 13

II. Interethnic Education In West Virginia--Now and Tomorrow

Samuel B. Ethridge 19

Response to Mr. Ethridge's Presentation 30

III. Values In Working With the Disadvantaged

Miss Barbara Goleman 33

Response to Miss Goleman's Presentation 42

IV. Dealing With Attitudes

Dr. James T. Guines 45

Response to Dr. Guines' Presentation 54

V. Integration and Compensatory Education

Meyer Weinberg 61

VI. Weighing of Approaches to the Education of Disadvantaged Children

Dr. Albin R. Gilbert and Dana G. Cable 73

TABLE OF CONTENTS
(Continued)

METHODS AND MEANS FOR INTERGROUP EDUCATION

VII. Effective Ways of Working With the Disadvantaged

Miss Barbara Goleman 79

Response to Miss Goleman's Presentation 84

VIII. Desegregation: A Mandate For Educational Change

Dr. Marie Barry 89

IX. Team Teaching: Is It For Me?

R. Lynn Canady 101

X. Methods and Media Innovations In An Integrating School District

J. Bryant Smith, Jr. 107

Responses to the Presentations of Dr. Barry, Mr. Canady, and Mr. Smith 114

XI. Innovations In Education

Dr. Benjamin Carmichael 121

Response to Dr. Carmichael's Presentation 130

ACTION TOWARD INTERGROUP EDUCATION

XII. Teacher-Administrator Relations and In-Service Training

Dr. Joe Hall 133

XIII. Understanding Community Support For Education

Dr. Ralph B. Kimbrough 141

Response to Dr. Kimbrough's Presentation 148

TABLE OF CONTENTS
(Continued)

XIV. Effecting Changes In Education Through Leadership With Community Power Structures

Dr. Ralph B. Kimbrough 153

Response to Dr. Kimbrough's Presentation 160

XV. Planning Action Programs

Howard O. Sullins, J. Bryant Smith Jr., Dr. James T. Guines, and John B. Himelrick, Sr. 163

XVI. Action Suggestions For Updating Intergroup Education In Public Schools

Dr. Robert Paul Sessions 171

APPENDIX:

A Declaration of Beliefs 181

Resources and Bibliography 183

Contributors 187

INTRODUCTION

The momentous Supreme Court ruling of 1954, promulgated as the law of the land, outlaws school segregation and paves the ground for integration. It imposes upon school administrators and teachers the legal and moral obligation to shift from segregated education to integrated education. For all intents and purposes, school administrators and teachers are now directed to reorient their teaching objectives and methods in the light of the Supreme Court ruling. American educators should not be the same after the ruling of 1954. How they have changed, and to what extent, is a fateful question for the United States of America; the integration of the Negro population and of other ethnic minorities is the crucial test which will reveal whether this country is really united before the world.

The adjustment of educators to the task of national integration calls for a tremendous sustained effort. The U. S. Government, through the department of HEW, recognized the enormous task involved in updating education in the light of school integration. Committed to the support of education ever since its foundation, the Department of HEW has become more explicit regarding the use of granted money since 1960. The shift from segregation to desegregation and to true integration within desegregated schools has become one of the government's main concerns.

The federal support from which the present manual resulted was awarded under the provisions of Title IV, The Civil Rights Act of 1964, providing funds to help school boards to carry through desegregation problems. A word about the government-supported project from which the present volume originated, needs to be said. The rationale of the program devised by this author, with the help of others, was to expose the participants (West Virginia teachers and supervisors in a ten-day summer institute in 1969) to the common problems involved in integrative education, and then to alert them to the specific problems prevailing in their local school systems and calling for local action. Administrators and teachers were called to these institutes separately, because the problems faced by them are largely different. It was also held that both groups would air their questions and problems more freely if doing so in different institutes separately.

It was intended to offer the program on a state-wide basis. Within the available funds it was possible to invite all superintendents of the fifty-five West Virginia counties to a three-day summer institute in 1968; but it was obviously impossible to secure the participation of the entire teaching force of West Virginia (approximately 18,800). Therefore a sample of 165 teachers, representing all fifty-five counties, were invited. Of these, thirty-eight counties were eventually represented.

In order to extend the institutes to those who could not be present, two measurss were taken. First, administrators who had not participated in the 1968 summer institute were visited after the institute by especially trained staff members of the institute, who brought along the Proceedings of the institute. The situation in the respective counties, as seen by the administrators, was explored by the visiting consultant-interviewers. The information thus obtained complemented the information secured from the administrators who had been participants of the 1968 summer institute.

Secondly, to extend the offering of the 1969 summer institute to teachers who could not participate, we decided to develop the present volume containing all the presentations by the distinguished institute consultants and the gist of the discussions of each presentation. An article written by the author in collaboration with Dana G. Cable, is included in the volume.

An inspection of the Table of Contents will show that the manual offers a sweeping introduction to the problems of intergroup education. The different chapters form a fairly comprehensive subject matter, the study of which should be profitable to any educator wishing to adapt his educational theory and practices to the shift from segregation to desegregation and integration in public schools. Summaries of discussions carried on by small groups after each lecture are included in the volume. To make the manual more readable and teachable and on account of space limitations, the omission of certain parts of the presentations and respective discussions were necessary.

In the appendix will be found suggested sources which might be consulted to find helpful books, periodicals, films, and other resources. Also in the appendix are a Declaration of Beliefs adopted by participants at the Institute and a listing of the full names, titles, and positions of the chapters in this manual.

Three uses of the manual are envisaged: use for in-service training, for self-study, and--along with other resources--for consultation.

Each school system makes its own arrangements for in-service training. If in-service training is devoted to the study and discussion of the present manual that originated in the ten-day summer institute at West Virginia Wesleyan College, it would be advisable that one or more former participants of this institute share in the in-service training. Those who have attended the meetings may be best prepared to share the content of the volume with their colleagues.

At the ten-day summer institute of 1969, educational action programs have been conceived by participants from numerous counties. If these programs are being, or will soon be tackled, forthcoming in-service meetings might well be devoted to these action programs. In this event, this manual, along with other relevant sources, may be used for consultation and otherwise for self-study by individual teachers.

Grateful thanks go to all authors of this volume. Dr. Robert P. Sessions discharged very ably the responsibility for editing the transcribed contributions of the authors and undertook the difficult task of reviewing the action suggestions set forth by participants on the last two days of the Institute. A great deal of meticulous work went into the transcriptions of tapes by Mrs. Corabelle Brown, Mrs. June Flowers, Miss Brenda Lantz, Mrs. Wayne Perry, and Mrs. Liota Wilfong. Without their technical skill the volume could not have been produced. Many helpful chores related to the preparation of the manual were performed by our administrative assistant, Craig Lang.

Any comments, criticisms, or suggestions in connection with the present volume and the institute that led to it would be most welcome and should be addressed to the undersigned.

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CHAPTER I

THE KEY ROLE OF THE TEACHER IN INTERETHNIC EDUCATION

Dr. William J. Holloway

"The Times They Are A'changing"

In a world beset with social ills of an amazing range of complexities, education as a social institution is under severe attack.

The social stresses and strains in our society have been magnified by the rising expectations of oppressed peoples all around the world. The current revolutions for human rights internationally are among the most far-reaching man has ever known. Man's inhumanity to man in all of its ugly manifestations is being subjected to intense examination and analysis. Riots and protests in our streets and on our college campuses are making us re-examine our values and activities in every sphere of human endeavor.

The winds of change blowing throughout the world have fanned the fires for freedom, justice and equality with an intensity rarely seen. One crisis follows another in endless procession. The old ways of handling our affairs have proved inadequate and we grope through turmoil, toil, strains, stress and strife in a feverish quest for new ones.

Ralph Waldo Emerson once said that, "If there is any period one would desire to be born in--is it not the age of revolution when the old and new stand side by side and admit of being compared; when the energies of men are searched by fear and hope; when the historic glories of the old can be compensated by the rich possibilities of the new era? This time, like all times, is a very good one if one but knows what to do with it."

Education Challenged By Change

The survival of the school as a viable social institution is predicated upon its ability to adapt to changes in society, prepare pupils to adapt to change, and stimulate them to make desirable changes essential for their survival and for those who will follow them on this planet. Those contemporary critics who stress a return to the good old days of "reading, 'riting and 'rithmetic" are unrealistic. We cannot equip students for survival in a global space age with provincial Model T Ford techniques. To handle the issues of war and peace, racial integration, poverty and hungar, population, interplanetary space exploration and travel, etc. ad infinitum, we need the finest trained generation of students the world has ever known.

Administrative and supervisory service in education, important as they are, are merely supportive. When it comes down to the "nitty gritty" it is the classroom teacher who in a face-to-face, highly interpersonal relationship will determine to a degree no one else will, the fate of each boy and girl in his or her classroom. This is an awesome responsibility and can be met effectively only if the classroom teacher is well trained not alone in subject matter content but in human relations as well.

New Teachers for a New Age

I submit, therefore, that teaching expressly for developing and maintaining good human relations is the number one priorty for the teacher.

For if children are taught to read like Basil Rathbone, write like Phyllis Wheatley or Emily Dickinson, and solve equations like Albert Einstein, and still cannot live in peace and harmony with their fellows, then all is lost. But if we learn to live harmoniously, then there is hope that the awesome potential of atomic power will be used for man's welfare, not his destruction. Survival skills are primary and fundamental, and the crucial question really is whether we will all live together or die together.

Teacher orientation and re-orientation must be characterized by a rational and objective look at man in all of his historical, cultural, and social dimensions. The anthropologists have dispelled the **pseudo-notions** of racial superiority for any particular human strain.

When teachers see and understand the development of man over time and how he has built effective social institutions in all societies, then their understandings will be broader and their perceptions deeper.

All teachers need to be conversant with the fundamentals of cultural anthropology. For Annette Rosentiel tells us that, "Anthropology gives the teacher a broader cultural perspective making it possible to eliminate ethno-centrism and to create a classroom atmosphere conductive to the free interchange of ideas that is the goal of good teaching. A knowledge of anthropology provides the teacher with a keen perception of man's biological limitations as well as an appreciation of the tremendous range of his capabilities. Similarly, through a heightened awareness of the cultural conditioning in her own background, the teacher achieves a better understanding of her own relationship with the student and of the student's relationship with the total school environment. In this way, too, hidden or covert prejudices, which tend to color and distort interpersonal and intergroup relationships can be objectively revealed and studies and appropriate measures taken to eliminate them."

The story of mankind in its simplicity and splendor must be taught *early*, *accurately*, *inclusively*, and *effectively*. The *myths* of racial or cultural inferiority must be *analyzed* and *exploded*. The teacher must study the environments of his or her pupils and know *intimately* the characteristics of the *sub-cultures* they live in and how their values, attitudes, habits, and traits are formulated and expressed.

Ruth Landes feels that "the present separateness of teachers from the community physically on school grounds and symbolically in status, encourages professional defensiveness and distorts educators' complaints about pupil frustrations. Conferences at school with parents cannot replace home visits, for parents reveal themselves best on their own grounds. Some teachers said at conferences that their visits even to bleak slum homes eased chronic sulleness among Mexicans and Negroes as readily as did their get-acquainted visits to upper class homes when children suffered only from failing to achieve an A plus on report cards."

Effective communication is crucial in improving human relations in the community. And the teacher's role is so vital because in addition to improving her own communication techniques, she must help her pupils acquire effective interpersonal skills also. Knowing *what* to communicate and *how* to convey this to pupils and parents representing *more* than one sub-culture or social condition is one of the most important challenges facing the teacher of human relations. For she must not only get consensus on goals but must arouse *trust* and *enthusiasm* in pupils and parents.

No teacher meets her responsibility in human relations unless she is constantly involved in the major social, political, and fraternal agencies in the community. For the real laboratory for good human relations is the community of which the school is not an isolated but an integral entity.

Let us now look at two other facets of the teacher's key role in interethnic education.

Reading, Learning, and a Life of Meaning

I feel that learning to read and reading to learn must have renewed emphasis.

Reading is the most single crucial tool, and needs to be perfected early lest the learner be handicapped all of his life. Each teacher who works with pupils in the earliest school years must be a thorough master of the science of *teaching reading*, using *varied methodologies* and a richer range of reading materials than those that are now normally used.

Speed reading techniques must be taught early. Wasteful, uneconomical reading methodology will not equip pupils to read the vast storehouses of knowledge now being created hourly.

All pupils must learn that learning is a lifetime process, and an ability to read for learning is a lifelong tool that they should acquire. That "reading maketh a full man" is true only when the man reads enough to be full. The full man reads not only the technical things germane to his work, but regularly opens the doors to the great literary masterpieces which represent the highest creative endeavors of mankind. For in them lie the impetus to achievement, and the inspiration and hope which will spur mankind to higher heights of humane and courageous living.

The teacher who prepares pupils for the complexities of our multi-cultural world must motivate the masses to commune with Shakespeare and Bacon, Plato and Aristotle, Herodotus and Gibbon, Newton and Galileo, Montesquieu and Jefferson, Madison and Mill, St. Augustine and Rousseau.

The treasures of the past must be integrated with the riches of the present to broaden man's vistas of a future world order which will bring satisfactions to all on a scale dreamed of by the social reformers and visionaries down through the years.

The Democratic Aim: Excellence for All

Let me conclude on a note about the teacher and excellence.

"Excellence implies more than competence. It implies a striving for the highest standards in every phase of life." The modern teacher needs to develop sharp tools of excellence in interpersonal, intercultural, and intersocietal understanding. For only with excellence in these will pupils be led out of the wilderness of prejudice, biogotry, and privincialism into a new world order of appreciation of the basic human worth and dignity of all people everywhere in the world.

For too long we have been concerned with the excellence of the intellectual elite to provide us with new leadership. This must be continued but, in addition, the teacher must be concerned with the optimum development of each and every child, black and white, within the ken of his responsibility. A democratic society must concern itself with excellence for all, not merely the favored few. John Gardner captured this spirit when he said:

"Our society cannot achieve greatness unless individuals at all levels of ability accept the need for high standards of performance and strive to achieve those standards within the limits possible for them. We want the highest conceivable excellence, of course, in the activities crucial to our effectiveness and creativity as a society; but that isn't enough. If the man in the street says, 'Those fellows at the top have to be good, but I'm just a slob and can act like one'--then our days of greatness are behind us. We must foster a conception f excellence which may be applied to every degree of ability and to every socially acceptable activity."

The Call to Each Teacher

I hope that this institute will cause each teacher to re-examine himself or herself and redefine his or her role as he or she helps boys and girls of all races prepare for citizenship in the nuclear age in which we live. I sincerely feel that your responsibilities are heavy but that you cannot meet them unless you are creative and courageous.

Teaching human relations must be placed in the highest priority category.

Learning to read and reading to learn are fundamental for living in our contemporary complexities.

Widespread excellence on the part of each pupil regardless of background, race, color, or creed is essential for the proper operation of our democratic way of life.

I hope that you will use these as first steps in helping us create a genuinely democratic society to insure victory over man's ancient enemies. Thus we can show to a waiting world that our way of life is still the "last best hope for man."

CHAPTER II

INTERETHNIC EDUCATION IN WEST VIRGINIA--NOW AND TOMORROW

Samuel B. Ethridge

What, Really, Is Happening?

I congratulate you on your decision to move ahead in the area of human relations. Most American communities are inclined to shrug their shoulders and say, "We don't have a problem."

Most school people are inclined to act in a crisis like the German High Command when the Russians were taking the city. The staff members in the German equivalent of the Pentagon were so busy ordering next year's paper clips that they didn't look out of the window to see that for them there would be no next year. The Russian tanks were already in the street below.

Too many school districts, and too many educators are hiding their heads in the sand, are too busy drawing up next year's film strips to look at what's happening in our society.

Typical newspaper headlines give evidence to the fact that we have a problem:

Violence Unit Sets Hearing
Students Protest Restaurant Style
Anti-Riot Laws Toughening in Many States
Meany-Reuther Spat Widens
Too Rich, Too Poor, Two Deaths
Racial Crisis - Teacher Talk Today
Students Occupy President's Office
Chief named to Head Law Project
Black Panthers Investigated
Parents Boycott Returning Teachers

In It All--The Search for Meaning

Children from all sections--village, suburbs and inner-city--read the papers and watch the news on TV and wonder.

They ask, what's it all about, Alfie? And we teachers will have to help them to understand.

We have three major problems facing the nation:

A growing distance between majority and minorities.
A growing distance between haves and have-nots.
A growing distance between young and old.

I submit to you that the third problem may be more of a problem than the first, and sometimes these may be mixed up in one situation. For example, there is the kid who is in a minority who is poor and who is in the younger generation, and when you have all three of these together you have a real problem. Too often we come to the erroneous conclusion that a student in such a situation has problems because he comes from a minority, without recognizing the other factors.

But why do teachers have to be concerned? Why put the ills of society on the schools? What about the real estate interest? What about the politicians?

How Schools Fail America's "New Immigrants"

The American schools, both public and private, have been the vehicles by which the immigrants from other lands have become Americanized, and have enabled them to move from poverty to affluence. The new immigrants--who come from other sections of the country, who are already Americans, the poor, the downtrodden--expect the schools to do the same things for them. They expect to find in the schools solutions to the problems of poverty and human relations. How could it be that God-fearing professional American teachers have failed to educate so many million of American youth?

I say it is because we have dehumanized them--stereotyped them. Some categories we have used to label them are low IQ, low class, culturally deprived, culturally disadvantaged, slow learners, inner-city children, dropouts, militants.

Understanding the Dehumanization Process

This is why we need to do more with human relations. We need to overcome the dehumanization process. This is particularly important when you are dealing with students of Afro-American descent. To understand why, we must know something about the educational process in the country.

For centuries there was no history of slavery among the Anglo-Saxon people, in contrast to the Spanish people. The Anglo people believed that all men were created equal and that all men have certain God-given rights. How do you bring a people of this background to enslave another group? With the Spanish there was no problem; slavery was no problem. You were captured in war and made a slave and it had nothing to do with individuals. The Anglos, not having this kind of background, had to invent myths such as that of the "sons of Ham" or that some races were less than human, in order to justify slavery and to be able to sleep at night. They had to dehumanize the Blacks in order to enslave them.

You have another example of this in the regime of Hitler, in the myths he created in order to justify his treatment of the Jews. During the Second World War we saw movies that dehumanized the Japanese people so that we could hate and shoot them. And when three civil rights workers were rumored to have been killed in Mississippi, the people in that state didn't believe that they were dead but invented myths such as the one that the workers had been paid money to go into hiding.

In this process of years of dehumanization we have allowed some myths, superstitions, and other things to exist in our society which we must get rid of. Before we can begin really to educate, we must believe that minorities are human. This a great task ahead of us.

New Education for a New World

Too many boards of education, too many of our administrators, too many of our teachers are conducting school in the same old way that we've always done. We must rethink the role of the school because we can no longer prepare people to live in the world as we know it. In today's world we do not really know where our graduates will go or what jobs they will face.

I would like to elaborate on that point. Because of improved technology, the amount of knowledge now in existence will double in ten years. This suggests that it is impossible to give to our students all the facts and that we should become more concerned about developing skills, attitudes, problem-solving techniques and the ability to adapt to changes.

Because of this rapidly changing technology, the jobs which your students will do twenty years from now do not yet exist. So how can we plan adequately for vocations and careers? This suggests that the old idea of finishing school or being trained for a career is over. Our children must be prepared for a life of continuing learning and retraining for new careers.

The world in which they live will no longer be dominated by Christian-Caucasian Western oriented thought and power. The brown and yellow and black people of the world, who constitute more than 3/4 of the world's population, will secure an ever-increasing share of the world's power and wealth and will have an ever-increasing influence on setting the various norms.

Travel by atomic-powered ships and subs and supersonic aircraft will reduce the oceans to mere bays and lakes, thus making it necessary for us to learn to live together as one family of nations or reduce each other to atomic bits.

Today's Classroom Shapes Tomorrow's Attitudes

The real impact of this series of human relations experiences will not be known for at least another twenty years, that is, if we have twenty years left. Out there right now in one of your classes are a mayor, a U. S. Senator, an ambassador to Argentina or Nigeria or North Vietnam, the discoveror of a vaccine against cancer, tooth decay, or even hate, a future secretary of state and perhaps even the man who will be elected President of the United States in the year 2000. Out there also are many of the people whose votes will determine which of them will be selected to do this important work, to deal justly with all citizens as well as with the peoples of the world, the majority of whom are non-Christian, non-committed to the democratic ideals to which we pay lip service.

The importance of the school and the materials used by schools in shaping attitudes is illustrated by a confidential report on World War II. Because our textbooks show King George and the British of the Revolutionary period as subhuman, the American President had difficulty warming up to and trusting the English Prime Minister. Some historians feel that this attitude on the part of the President almost caused us to be on the losing side of World War II.

If our schools develop negative stereotypes about the so-called "Mother Country," how much more negative are the attitudes which we shape about our neighbors to the South who speak another language, and our neighbors across the oceans whose skin color, traditions, and religions are different?

And while the ultimate test may come in twenty or thirty years, the impact of this series must manifest itself much sooner, not next year, not next month, not next week, but would you believe, tomorrow morning. You have examined many of your own stereotypes and your own attitude toward yourself and others. Because you have done so, you are no longer the same person and therefore cannot conduct yourself in the classroom as you did before.

When you consider that every society shapes its educational institution to perpetuate its culture -- its values, its traditions and its way of life; and when you consider that the educational institution of the United States has helped to perpetuate the values, traditions and a way of life which have brought about the crisis which confronts the nation today, you must realize that asking you to change the system is to ask you to join in a revolution.

The West Virginia Story

Where does West Virginia stand on pupil desegregation? In terms of statistics, near the head of the class. My latest information indicates that only a tiny per cent of the Negro children are still in segregated schools. Stated in a positive fashion, we could say that nearly 100 percent of the Negro children now go to more or less integrated schools. That is an enviable record for any state. And for that I wish to congratulate you...For that I think you,ladies and gentlemen,can give yourselves a hand...Not too much... Don't feel too good...let us look under the rug!

Examples of Discrimination

Let us examine some of the things which have happened to Negro children in so-called integrated schools. Keep in mind that I'm talking about the state and that many of the things I say may not apply to your district.

1. Negro children and poor children have been segregated within the desegregated schools under the guise of providing compensatory education or special education.

2. Negro children and poor children have been roughed up in the halls and on the way home and in some instances have been beaten in the classroom.

3. Negro children and poor children have been subjected to all kinds of subtle brutality including being marked down or graded low by biased teachers; and have food and milk spilled on them in the cafeterias.

4. Negro children and poor children have been socially isolated - excluded from certain school activities including student council, cheer leaders, majorettes, swimming, proms, and other social events. Many school activities are conducted as private clubs. Proms have been discontinued and replaced by parent sponsored cotillions.

5. Because many teachers do not believe they can learn, many Negro children and poor children are misguided into vocational courses and general courses rather than in college preparatory courses.

6. Parents of Negro children and poor children have been harassed.

Where Are Negro Administrators?

Despite the fact that hundreds of Negroes have held certificates which qualify them for the superintendency, despite the fact that there is a shortage of such certified personnel, the number of Negroes who are serving as chief school officers, in this state and other states, is next to zero. Even in Washington, D.C. which has a 93 percent Negro enrollment, we have not seen fit to name a Negro superintendent. The politicians are ahead of education in this regard. Gary, Indiana, Cleveland, Ohio, Flint, Michigan, and Washington, D.C., have Negroes as chief executives.

There is a growing number of Negroes who have the title of assistant superintendent or special assistant to the superintendent, Coordinator of Federal Programs, etc., etc., but for too long many have no clearly defined responsibilities in keeping with their training and experience. Far too many are glorified errand boys and public relations men who make it possible for the school system to collect their federal funds -- keep in mind that I'm not necessarily talking about your district.

What about Negro principals? On this score some (one or two) West Virginia counties look good. Throughout the state, however, the Negro high school principal is becoming much like the dinosaur, extinct. Let us take a look at a neighboring state which I shall not name but it is noted for fast horses, women, mint julips and the Colonel's fried chicken.

In 1954 it had approximately 75 high school principals. This year only one remains and the board is talking about making Central High a vocational high school.

In that same state, counting elementary, junior high and high school principals, there were 348 Negroes so employed in 1954. Today in that state there are nine all-Negro schools and 25 integrated schools presided over by Negro principals. Imagine that? From 348 down to 34 in twelve years. These come from the records of the state department of education. A few other states have the same kind of record but they don't keep racial records any longer (at least that's what they say).

The Experiences of Negro Teachers

What has happened to teachers?

1. In many school districts, desegregation meant closing the Negro school (some of which really never should have been built). The Negro teachers simply were not rehired.

2. Some Negro teachers were assigned out of their field and allowed to flounder and fail.

3. Some were given a class but received little or no support from the principal and were literally chased away by the children.

4. A few teachers have been harassed by hood-wearing and non-hood wearing, irate parents.

5. Some teachers have been retained in so-called low contact jobs such as study hall teachers, itinerate music, art or

elementary P.E. teachers, elementary librarians (in many cases this means keeper of the book room).

6. Prize winning Negro coaches and band masters have been passed over by most school districts. Negro head coaches are almost as scarce as Negro principals.

7. Applications from Negro teachers often go unanswered. Far too many Negro graduates have to leave the rural South to find employment in the cities; there is still a need for Negro teachers.
   An indication of this reluctance to hire Negro graduates can be seen in the statistics of a neighboring state which last year had 25 counties that hired one or more Negro teachers in 1954 with no Negro teachers employed in 1967-68.

8. This reluctance on the part of many districts to utilize Negro resources has caused many Negroes to seek careers in government and industry which are all-out to recruit the best brains in the region. Few Negro teachers are preparing for administration. Thus, a teacher and principal shortage has been created even for those districts honestly seeking Negro applicants.

Problems in Curriculum and Materials

1. Because of adoption procedures and lack of financial resources more districts still use textbooks which show Negroes, Indians, Mexican-Americans, even Appalachian whites, and other minorities in an unfavorable light or completely omit them.

2. A half century ago, the American system offered alternatives to formal education and no one became distressed about dropouts and slow readers. Now the school has become the sole gatekeeper to advancement. While it may be doing a better job than before, it is being criticized more than ever because the economy no longer needs the muscle power once needed to build the railroads, man the sweat shops and till the soil.

3. Most honest statistics on the school systems of the country indicate that 85 percent of minority children get farther behind for each year they remain in school.

4. Many schools are not educational but sociological devices which destroy learning and curiosity and deny differences as well as they encourage them.

5. Difficult children, no matter what their background, race, color or creed, are helpless in the meshes of middle class

administrative procedure and are either neutralized or eliminated by it.

6. Many schools are not an instrument of pluralism but of conformity.

What About the Community?

1. Because Negro parents are fearful about the treatment of their children and about the fate of Negro educators, much of the opposition to desegregation plans have come from Negro communities.

2. Because they have been brought up as they have, many white parents refuse to send their children to formerly all-Negro schools, whether schools of superior quality or not.

3. School boards have failed to renew contracts of many superintendents who have done what was legally, morally and professionally right.

4. Many school boards have vetoed the superintendent's plan to integrate schools and upgrade staffs.

5. Negro parents have protested the dropping of Negro names from integrated schools; white parents have protested having to send their children to a school with a Negro name.

6. Minority parents are demanding a greater voice in the affairs of their schools including choice of administrators, kind of texts, curriculum, etc.

7. Negro parents have generally become disillusioned by faculty desegregation because in too many instances the cream of the Negro teachers have been siphoned off to insure successful desegregation of previously all-white schools without the same care being exercised to see that the integration of previously all-Negro schools is successful. In fact, in too many instances the teachers who were problems in the white schools have been chosen to pioneer in areas which would be challenging to a superior teacher.

8. The black power movement has tended to mark as traitors those teachers and students who choose to desegregate schools.

9. Because of the sheer brutality and the inhuman treatment suffered by Negro students many civil rights groups which once went into Negro communities recruiting children to desegregate schools now refuse to cooperate even with those boards which want to make free choice work.

The Wisdom of "Handleable" Solutions

Why is it so difficult to get numbers of our problems solved? A major hang-up is that we keep talking and blaming and moaning and pulling hair but we never get down to planning solutions.

A second hang-up comes from selecting problems which are too big for us to handle. As we work together for the rest of the conference, I would like to make the following suggestions:

1. Think of a problem which you, or your group, can handle. Don't try to do the governor's job or the state assembly's job or the school board's job or the superintendent's job.
2. Think of some small steps you can take.
3. Set a specific target date, such as next Tuesday, July 8, 1969 at 8:00 p.m.
4. Who will be responsible for getting it done?

Let me be specific and cite some areas of responsibility where further projects could be undertaken immediately. The staff gives advice to the board and sets the climate for the system. Superintendents employ, help initiate policies, change a curriculum, and promote and demote. Teachers select films, select supplementary materials, give assignments, mete out rewards and punishments, and give of their own personalities. The Principal sets the right climate. Association Leaders pass resolutions, publish journals, hold workshops and meetings, and support or withhold support from candidates for public office.

A Representative Program for Change

One example of the type of blue print for change which you could begin fashioning would be the following steps which might be taken by a Teacher's Association and Board working together:

1. Train a small cadre of leaders to become change agents--to start a chain effect within the school system.
2. Use these leaders to hold a weekend retreat with a team of teachers, students, parents, ministers, policemen, social workers, businessmen.
3. Use at least two and a half days in a retreat meeting to plan a human relations program for each school.

A state could use the same format with teams from a number of communities. I would make two changes: 1. I would bring in more of poor and more of power structure. 2. I would use more time.

Suggested Human Relations Projects

Some specific examples of the types of actions which might be included in a workable human relations program are:

1. Development of resource centers in library and classroom
    a. teacher use
    b. student use
    c. compilation of bibliographies
2. Exchange programs
    a. letters
    b. pictures
    c. visits
    d. parent involvement
    e. picnics
    f. assembly exchanges
        (1) music
        (2) drama
        (3) sports
        (4) art
3. P.T.A./O. involvement
    a. discussion groups
    b. review of materials
    c. speakers for school area patrons
    d. joint meetings with Denver groups
    e. inter-school visitations by parent groups
4. Staff members in individual buildings
    a. group discussions
    b. speakers
    c. films and tapes
    d. reading materials
5. An "International Day"
6. Summer film programs
7. Joint Boy/Girl Scout meetings with troops in other districts
8. Investigation of new social studies curriculum guided to locate and identify activities and resources in which human relations can be stressed
9. Survey of patrons in school area to identify those who are knowledgeable about certain beliefs, customs, and cultures -- use these people as resource people
10. Distribution of food, clothing, etc., to the needy during the holiday seasons
11. Provide tutorial help by high school and college students
12. Formation of clubs at the high school level concerned with human relations
13. Teacher in-service education
14. Keeping parents informed via newsletters
15. Student assemblies

In her book, Intergroup Education (which, by the way, contains one of the finest bibliographies I know on Human Relations), the author, Jean Grambs, gives some very practical suggestions of things you can do in the classroom in what she calls, "teachable moments." When your son touches the stove with his finger and is burned that becomes a "teachable moment" for you to talk with him about the dangers of carelessness around stoves. In the classroom there are teachable moments in terms of Human Relations. We need to plan for personal growth and for classroom procedures which make the most of "teachable moments."

In conclusion, let me note once again the tendency on the part of people to say "We have no problem." If I have served any purpose in this meeting it is to put that to rest. We do have problems in West Virginia. If I haven't done that I have failed. I hope that today we will get behind us the realization that we do have problems, so that we can then ask, "What can we do to get on with the solutions?"

As we do this, let us remember that a trip of a thousand miles begins with the first step. If 2,000,000 teachers in America each take a little whittle each day at a manageable problem, we will handle the big problem.

DISCUSSION OF DR. ETHRIDGE'S PRESENTATION

Some significant points made by the panel of consultants in response to discussion questions

DR. ETHRIDGE: About the demise of principals...from 1954, in terms of pupils in the state,...to 1966, there has been a 15 percent increase in the number of black students. At the same time there has been a 3 percent decrease in the number of faculty...Twenty-five counties which hired Negro personnel, one or more, in 1954, in 1966 hired none at all...I would agree that we have to consider other ethnic minorities, however,...we have to deal with the most identifiable groups who happen to be in West Virginia, the poor from the hill country and blacks. If I were in New Mexico--and I have been in New Mexico--we deal with Mexican-American problems. Very shortly we will hold a conference...and we hope to get Indians from all the major states--from Alaska to Oklahoma--on the kinds of discrimination which they are suffering,...I intended to describe what I thought were the problems in West Virginia and vincinity...

DR. HOLLOWAY: ...It is not fair...to use one incident and make broad, sweeping generalities. But when you have an incident as bad as that one is, it ought to cause all of us to pause and consider and we might ask ourselves can his happen in my America? And then you might ask another question: Could this have happened in my school and I was not aware of it? And then you might ask yourself a third question: Am I so little as to permit this to happen to me? ...we as professionals, should be very objective...there are things that you can do and say to keep it from happening in your school, and there are things you can do and say to keep it from happening to you...in faculty meetings, when plans are made...sometimes it takes courage to speak up, but a moment of courage might prevent a lot of trouble later on...

DR. ETHRIDGE: ...There was one point which I thought was particularly significant and that was..."Why do you think that Negro people should have a job such as superintendent?" I think these jobs should be given to people who can qualify. And that is what I was talking about--that there are people who by training and experience, if they had been of another race, would have been chosen as superintendents...college campuses, in their efforts to collect federal funds, show that they are desegregated and accept Negro students in their classes, but they have not accepted the black student or individual...incidentally these are not isolated incidents but represent a whole year of reading West Virginia papers...I had another piece of evidence which I could read also which indicts a whole country...We are tried of being rejected. We have been rejected for so long...

DR. GUINES: ...I have long since gotten over this segregation, desegregation, and integration. I admit that I had to go through all of these to get to this business of pluralization, and when I got to pluralization, I commenced to notice how this particular term has all kinds of meaning for the international picture...what we are concerned about here is providing a kind of institution called, "The School," in the American social order that provides a kind of relevance for the hillbilly, for the black ghetto child, or whoever we are going to have here. We can't do that by just talking about segregation, desegregation, and integration...we ought to make school a nice place for all students to feel good about themselves, for them to feel some continuity between the school and the hills, or the school and the home, or the school and the sidewalks...education shouldn't mean, "getting the people out of the hills." There is a lot of value...a lot of strength, in what the hillbilly has...all of psychology tells us that if you are going to teach people, you need to teach them within the framework of those things that they are comfortable with...pluralization, interethnic education, would ...serve everyone and not just white Anglo-Saxon protestants.

MR. CASSELL, Pocahontas County Superintendent, one of the discussion reporters, listed the following actions several discussion groups suggested should be taken in West Virginia public schools, in connection with the topic under discussion:

1. Teachers should be provided time for home visitations of all children--advantaged and disadvantaged.

2. Furnishing textbooks that furnish a factual picture of our country's heritage and adjust the curriculum to meet the needs of the individuals.

3. More social workers employed...with the local schools.

4. More in-service training with the theme of multi-ethnic teachers.

5. More resource materials should be made available...

6. Further teacher training programs involving interethnic instruction.

7. Hire more Negro teachers and supervisors--and...superintendents of schools...

8. Adult basic education classes involving segments from all ethnic groups...

9. ...A lower teacher-pupil ratio...

DR. ETHRIDGE: Some of you have asked,...where do I get additional training?...You might attend an institute such as...the National Training Laboratory held at Bethel, Maine...A group of people who have come here might want to go further into this...to identify people at various schools--one or two or three from each school--team approaches, and...have consultants for...conduct a sensitivity training group and action program in the school.

DR. GUINES: We have developed a model which we take, say 30 teachers on Wednesday, and work with them three days...where they learn to be sensitive to the kinds of things that are going on,...and then follow that through with, say 150 teachers on Friday afternoon, and this would go through Friday night, Saturday, to say noon on Sunday...It's a good working formula for people who can't spend two weeks as you have here...

CHAPTER III

VALUES IN WORKING WITH THE DISADVANTAGED

Barbara Goleman

(Miss Goleman began her presentation by playing the recording of, "Respect," by Aretha Franklin.)

A new, vibrant credo seems to be rocking the establishment: a pulsating and earthy admonition propounded now by an increasingly vocal minority group, rebellious at old patterns of submissiveness, of ego-shattering feelings of inferiority, of humiliating brands like "disadvantaged," "deprived," "underprivileged."

The theme song -- blatant, strident, unmistakable: "Respect": grant us respect. In fact, "Sock it to us."

This credo, perhaps, signals the dawning of that "Age of Aquarius" which the daring voices of young visionaries idealistically predict for our near future. The old humanitarian dream--equality, freedom, respect for individual dignity--may now sound strange, incongruous, coming as it does from the raucous blare of the nearest stereophonic oracle.

New Revolutionaries and Old Ideals

And perhaps strangest of all should be the fact that it is increasingly the voice of youth--impulsively assertive, daring, fearless impatient--that now militates, with revolutionary fervor, the imperatives which founded this country. And maybe we of the establishment have been sufficiently cloyed by textbook-immersion, by our own preoccupation with the giant monoliths of modern society (big government, mammoth industrial complexes, a dehumanizing technology, the dazzle of contemporary scientific miracles), by commitments to world-devastating hot and cold wars, to remember the basic human premises on which this nation was built.

Neglected, Exploited: Human Resources

At any rate, somehow the Gilded Age became the Atomic Age; the age of acquisition and greed and gross national product-awareness catapulted us into an era that now brings into focus the grossest kind of neglect: that of our most treasured resource, our people.

It seems that the young (no mutations, to be sure, but legitimate offspring nurtured on our great democratic documents and the warnings of our poets) are now refusing to let us ignore any longer --our fundamental mistreatment of our greatest value: our human resources.

Who, Really, Are "The Disadvantaged?"

And these neglected, and side-stepped and ignored, individuals on our vast social panorama we try to encompass in a neatly objective, analytical verbal wrapping called "the disadvantaged." What in heaven's name does the term mean? And how audaciously simplistic to relegate great lumps of our population into such a tidy package. Maybe all of us fit there: the tragically abused American Indian, the deplorably shackled black "citizen," the impoverished miner's child, the spiritually-starved suburbanite, the incredibly smug Babbitt, the urban pseudo-liberal withdrawing his child from "inadequate" public schools, the reactionary arming himself against marauders of subversion.

When we use a term like "disadvangaged," are we engaging in a self-deluding euphemism--retreating from the impolitic truths of crimes like "poverty," "disease," "hunger," "malnutrition," "emotional deformity"? Further, how dare we be enraged by immorality and obscenity and violence when unalarmed at the national crime most appropriately geared to producing criminality: the hunger-producing, self-debasing fact of being poor? And how can we keep from gagging on our beautiful cliches endorsing "freedom of opportunity" and "peace" and "brotherhood" when, so often, our national priorities are flagrant contradictions?

It is a truism to mention that each of us is a product of his own set of often predetermined experiences. Obviously, I am no exception. My formulation of a term like "disadvantaged" is based on a kaleidoscopic view: of my own childhood in depression days; of stories of my father's several-mile barefoot walk to school and the necessity of his becoming a "dropout" to help support a family; of memories of those appalling sections of southern cities referred to as "colored town"; of white youngsters in urban Miami representing the large numbers of transient broken families; of Cuban refugees separated from their parents, their homeland, their familiar language and cultural patterns; and, more recently, of many young black citizens calling the city ghetto "home"--or, more precisely, "the place where I stay."

The Discovery of a Dream

Standing out among all my experiences as a teacher who has seen a school population shift from white middle class to Cuban refugee to black is the heart-lifting experience of seeing the real American dream in operation, of becoming convinced at the ease and beauty of an educational experience based upon sharing--sharing different backgrounds, different foods, different dating habits, different dances, different music, different clothing styles--but sharing, also, the same basic human impulses: the need for love, for the loyalty of friends, for dignity, respect, for a wholesome prospect for a meaningful future, for the skill equipment insuring that future.

I have seen ostensibly rigid postures of prejudice melt, have seen sympathy, compassion grow, have seen horizons blurred by bigotry become clear. I have discovered what the great American experience was all about. And I believe I have grown to know more of what education should be all about.

Frustrations...

As the changes in accent and inflection and pigmentation became widely apparent at my school, I began to develop sensitivities--in defense of these new students. I began to understand the subtle innuendos of the community commentators. And I have been angry: at white parents fearful of allowing their sons and daughters to participate in the democratic experiment, at bigots hailing what they knew to be the demise of another learning institution, at teachers deserting a challenge because of the "convenience" of suburban schools.

...and Rewards

But I have been inspired more often--by teachers, by staff members and, most especially, by students--who had the courage of their commitment to that ideal at the base of the democratic heritage and who found, not an intolerable hardship, but a beautiful human experience. And the benefactors: all of us.

I am reminded of the old, established rationale for the value of traveling: the fact that travel provides one with a "broadening" experience. How fortunate for our country that young Vista volunteers and others of the freshly-dedicated young have realized that that very "broadening" process can go on--most effectively--on the home front.

I now know the real meaning of the term, "beautiful people," for in the past few years I have met numbers of that remarkably open and honest and humane breed of new youth who themselves have shed the artificial barriers which separate people, who have rejected for their own lives the motivations of status and materialism, and who have decided to commit themselves to ameliorating our social scene.

The Awesome Challenge of Concern

But I feel confident that no one here needs what may sound like a lecture on the real problems of our country--or our need for commitment to enriching the lives of individuals deprived of economic and cultural nutrients. I am sure you feel these things--as strongly as I--or you wouldn't be here.

Our concern is to learn the true nature of our problems--and then to propose meaningful solutions. My own reflections are by no means oracular. They are simply my reflections. They are those of a classroom teacher probably not too unlike many of you--and one just as loath as you would be to assume the nerve-shattering responsibility of the recent title unbelievably bestowed upon me. Thus I reject any presumptuous claims to authoritarianism and assert my own inevitable fallibility on all topics (other than what it feels like to be introduced as a "Teacher of the Year.")

I always somehow knew that the most important tasks in life were difficult. (I have long respected the mythical Sisyphus as a fairly correct archetype of the human condition--as he courageously pushes his boulder up the mountain steeps only to have it hurled downward again by relentless gods of punishment. And I have understood the Promethean dilemma of the individual devoting himself to mankind.) In fact, my own tasks right now seem to me like challenges of epic endurance. But I know, too, the dimensions of the task of educators today as they propose to offer a stimulating and relevant curriculum to great masses of children someone has entitled "the disadvantaged."

Students "Tell It Like It Is"

Who *are* these students? Can we characterize them? Maybe we should listen to them. In one of the classes in our school, "disadvantaged students" were asked to speak into a tape recorder descriptions of persons whose habits they did not approve. Here are some excerpts from their tapes:

1. "This is a story about one of my best friends who went to school with me--junior high school. This girl is just like a sister to me, I mean she was out there. Well, as time passes, we went to another school and she dropped out on account of family problems. When I ran across her again.... She'd been out of school and now she's on her own; what ya call a hustler. This chick was what you may call a prostitute....one night I went over and we sat down and had a heart to heart talk and she broke down the problems she was having at home and she was not doing as well in school as she should and she had to support her brothers and sisters so she took up the profession of hustling for a living.... I tried to tell her couldn't she get out of this. But it had the best of her because now, she had a police record, been arrested many occasions, and she was just out of there. But I love her like a sister and so I told her I would try to help her. But the next time I heard from her, she had died of T.B. and I was really hurt, counta she was just like a sister to me. And I don't think this was the life she wanted to live, but it was forced on her."

2. "This cat I'm talkin about is a pretty nice kid, but until he comes around to having a little fun. He starts to drinkin'. He takes dope and all this type jazz. This friend

he goes to church and everything; he's pretty well respected by the other fellas, but when it comes around to doing things, he does then, it's pretty bad....I don't think I would do these things he would do. The moral is drinking and taking dope for teen-agers is bad on your health when you get older."

3. "Well I wanna talk about a person that's what I say, does things I wouldn't do, and a few things I would do. And some of the things that he do have to do with smoking. I wouldn't do that cause it could be habit forming and I don't wanna be a reefer-plugger. Whiskey and wine, they alright. Another thing I wouldn't do, he do, is mess around with males, and his main thing is to bother males. He's a homo. I'm afraid he might try to bother me. I ain't interested in any of that. He's taking needles too and if you were to look at him hard enough in his eyes you see how his eyes look...He's a nice guy, but some of his ways gotta go cause he'll probably get caught for it. The stuff he get's not worth the time he gets. Nowadays, they don't give you days and months, they give you years, years and decades. I wanta see the world and be free....

4. "This person I'm gonna talk about is a person that's quite a character....F'rinstance, he smoke the stuff and again he take the stuff with a needle too. He's an entertainer, singer; he's a very sexy person if that's the way you want to put it....He's quite a unique person in a way, but he does some of the things I wouldn't do. Like f'rinstance, he will take money and just play around; throw it away; take the stuff in the needle."

5. "This kid I'm talking about, he has a problem with his parent. He never do things to obey. He's eighteen years old. He has problems with the girls too. He has a baby. He works, but he's a brute....F'rinstance, he came home one morning about 6 o'clock, half drunk (keep this is mind, he's only eighteen), come home drunk staggerin' in the house, everybody asleep except me. I was up. My mother get up and ask him for $5.00 to get his own child some food....He goes into a rage. He starts kickin' the doors....He goes into his room and get his gun....Sister call the police. The police come and calm him down. He curse the police out. He can't stand to be told what to do."

6. "This person is a girl. She's about seventeen years old. She began hanging around with older girls who dropped out of school, and she began takin' influence from those girls ....She's not this kind of a girl to do this, but her friends influence her to hang around with these types of men who want to make money for them....girls she was hanging around with was nothin' but prostitutes. Goes to these big clubs and have them to sell themselves to these men to make profit for them. She have no choice. As of now her

life is messed up. Won't anybody accept her."

Is that what they mean by, "telling it like it is"?

Characteristics of "The Disadvantaged"

Asked to characterize the swelling number of young people like this, I would venture to itemize a few earmarks:

--Usually, in my experience, their skin color, although this may not be true in other situations;

--An almost total ineptitude on standarized tests;

--Sometimes, apparent apathy and perhaps hostility toward the curriculum regimen;

--Often, acute verbal reticence in the classroom situation;

--Yet, by contrast, enthusiastic verbal engagement outside the classroom: in the corridors, in the street, in athletic events, in total kinesthetic involvement--plus a fascination with the rhythms and rhymes and catchiness of their vernacular;

--A stifling discomfort at adopting the ritualistic verbal amenities prescribed for successful social intercourse in the white middle-class culture;

--What one might judge
  a) verbal incompetence in handling differences of opinion, but
  b) verbal competence, or gusto, with in-group slang for social or anti-social verbal exchange;

--A distaste for silent reading, (often an inability to read silently);

--An appetite for being read to;

--A relish in performing, expecially when physical activity is involved;

--Little or no apparent verbal conceptualizing skill;

--Awesomely impressive rhythmical coordination;

--A high degree of sexual concern, plus, sometimes, experience with sexual expression, coupled, strangely, with ignorance of the facts about such matters;

--An acceptance of usual adult responsibilities (cooking meals, caring for children--sometimes their own, keeping their clothes, holding jobs);

--Yet, a surprising regression to the pettily childish in trying to fit into a small group dynamics--resorting to jealousy, resentment, sulking;

--A raw sensitivity to verbal insults or innuendo and a readiness to defend honor--of self, of mother, of sister, of boyfriend;

--A lovable ingenuousness--an irresistible responsiveness to love, respect, and praise.

Distorted Images of "The Disadvantaged"

The major step, it seems to me, is learning the truth about entering behavior patterns, being ready to question old and new stereotyping:

"Ghetto kids (or black kids, or poor kids) have, by and large, negative self-concepts";

"Disadvantaged kids have no cultural background";

"They must be taught value systems";

"Violence is all they know."

Indeed, who are these young people in our classrooms (or, perhaps, often out of our classrooms?) What are their values? What are their fears? What are their talents and virtuosities? What are the paradoxes that make up their value systems?--prestige--respect--sex--groovy cars--bread (that's money to the unenlightened)?

Some Common Stereotypes

Maybe we should listen to a caricature of a very familiar prototype on the city scene. You may not have many of these persons in West Virginia, but disadvantaged urban young people know them well. In one of his albums, Lou Rawls paints a word picture of a "hustler." Rawls, in a monologue called, "Street Corner Hustler's Blues," describes a popular young man standing on a Chicago street corner, waiting for his girl friend to get off work from a drug store. It is late Friday afternoon, payday for the girl friend. The young man's $250 hustler's suit, silk mohair wool worsted, continental style, is just out of the pawnshop. His other dress also is appropriate to his role--highly shined alligator shoes, white-on-white hair shirt, thin necktie, large artificial diamond stickpin, dark sunglasses, etc. A narrow-brimmed hustler's hat rests lightly on a highly-greased, patent-leatherish hairdo. Parked at the curb is his automobile--a white-on-white Cadillac he manages to keep only because the finance company can't discover where he parks it at night. In Rawl's monologue, the hustler looks up to see his wife coming after him, her hair in curlers, wearing a housecoat, and with a butcher knife in her right hand. She calls him dirty names and screams about his "running around." The hustler has to run to save not only his person but his $250 suit. The hustler concludes from his experience that, "It's a world of trouble."

Is that funny--or tragic? Is that the stereotype? Certainly to many young men and women, the "hustler," the "pimp," are familiar images. And so are the "wino," the addict, the tough gang leader, the prostitute, the pin-ball and pool-room king, the unwed mother, the day-worker on the corner waiting to be picked up for a job, the husbandless mother working in other people's homes while she worries over 5 or 6 or 10 of her own. (Are they in school? Are they on the streets? Are they on "grass"? Will they "make it"?) And there are other images reflecting values or fears or inspiration: the concerned minister, the mister Charlies, the "Uncle Tom's," the angry, leather-jacketed "panthers."

Traits for Curriculum Building

From the jumble of inevitably-perplexing influences on the young black today, what are the positive ingredients, the value building-blocks, on which a vitally relevant curriculum can be planned?

I suggest a few:

--A zest for rhythm and joy and a kinesthetic involvement with life;

--An appetite for competition, for the ability to triumph, personally, in physical prowess, in performance;

--Intense loyalty--to group, to teacher, to coach, to mother, to baby, to sister, to girl friend or boy friend--but less to abstractions like country, or God, or man;

--A desire for money, and sharp threads and good grooming, and smart cars;

--A deep reverence for the family, for motherhood, for babies, for the nobility of self-sacrifice;

--A raw need for self-respect;

--A craving to be "tuned-in" to what is now--for pride in body, in color, in hair, in dress, in family;

--A courage in daring to face this world, a buoyant confidence;

--A tough-spirited resiliency to redirect anger and rage at the obvious injustices into a spirited crusade for a better world;

--And, amazingly, a faith in the democratic precepts, an ability to dream those visions and to team with other like-minded people (despite different backgrounds) to bring these dreams to fruition.

A Vision Deserving Commitment

I contend that these dreams are eminently worthy of our investment of our time, our most creative efforts, our ingenuity, our perseverance--our total commitment.

The longings of many Americans are expressed by Oscar Brown, Jr., in his moving song, "Brown Baby," a song which voices the hopes of a father that his child will become tall and proud, practice justice, walk in freedom, have things the father never had, and live in a world from which all hatred has been hurled. I dare anyone with human impulses to reject the validity of that dream as a value worthy of our deepest dedication.

DISCUSSION OF MISS GOLEMAN'S PRESENTATION

Some significant points made by the panel of consultants in response to discussion questions

DR. GUINES: ...I want to raise the questions of...how we might think about the word, disadvantaged...Last year, I went out...to the University of Richmond to teach a second semester course in general psychology...I taught forty-eight of the best young people that I have had an opportunity to work with, but they were all white, majority girls...One of the things that I came to realize was that these kids knew nothing about what this so-called race problem is all about...In this dimension of concern, they were totally disadvantaged. They were totally disadvantaged even though they were very smart kids; they were American kids; they were southern kids, but they knew nothing!...they had all kinds of stupid ideas...about what Stokely's doing, about what integration is...They never heard of Malcom X, or of others of the black people who have made a tremendous contribution to the freedom movement...I do feel that if you want to be a college trained person, you ought to know a little bit about this other dimension of life...I am just saying in terms of understanding other people, these kids were really disadvantaged! ...That is the value of working with the disadvantaged. You really get to be a teacher,...if you are a teacher,...you have to be big enough to have a broad view of the word disadvantaged and not try to protect yourself in the terms of your own little biases...

MISS GOLEMAN: ...Creative, well developed programs are...terribly complicated things to get started...I know that there are many... obstacles, but I also know that where there is a will, there is a way...new programs must be developed to implement communication between parents and teachers...we need to get back to the same old question, "What are we teaching about and for?"...we should make material relevant; we should let kids express their hopes, their fears, their values, and their problems and all that. They should read things which relate to that, but they also need an imperative, ...a vision, of how things can be and should be...some of our seniors recently said, after seeing Baldwin and Cooper and some of the others, that this is very valuable to them but they say, "Now, we have seen that; we see this everday and now, we want to see something different." And, at this stage, I think you would know that the educational process is working because there is the transition to what might be called the delightful dimension of fantasy pretenses in human beings...we are absorbing into our own language much of that very rich vernacular of the teen-ager, of the black citizen, of the entertainer...I don't think we have to talk in the vernacular of the kids, but we need the flexibility to move to it...kids should never be made to feel that their vernacular, their dialect, or whatever it is, is in any way ridiculed or rejected...in any school, any school system ...the person who speaks negatively, who criticizes, the constant critic, is deadly...the answer in a faculty and...school system is a kind of contagious positivism...an administrator has to be encouraged not to allow negativism to control his...school system...

DR. GUINES: Let me mention one book...if...you can't relate to people, then this book will solve all the things that you are talking about...Ruel Howe,...Miracle of Dialogue...I think of George Bernard Shaw..."Some men look at me stupidly and ask, 'Why?' And, there are men who dream of things that never were and ask, 'Why not?'" Teachers ought to be people who ask, "Why not?"...Part of this American thing now is that everybody is on their way from where they started ...somewhere there is a place,...where there are opportunities for everybody, emotionally, intellectually, socially, earthly,...I think we are capable of living in an age of love...

MISS GOLEMAN: ...I will tell you...a couple of things that I think we ought to have...Shaw said that teaching is impossible unless the pupils are sacred...I hope, tomorrow, to give some suggestions,... some ideas that describe what we have done...I feel very strongly about national priorities...I know...what is spent on defense, and know of the difficulty we have in getting $100.00 or $200.00 for a program designed to improve human beings,...this is a kind of indictment of us as a nation...to me, teaching is a kind of a sharing of a situation. And I think the cheif learner is usually the teacher... to me, the best kind of learning is a kind of adventure in which the teachers and pupils explore...we do not dictate our values..."Man never is; he is in the process of becoming."...The most difficult problem we have is evaluating progress...tests, by and large, are a total waste with so many of our kids...one of the most important priorities is to develop our own evaluation techniques...

MR. CASSELL, Pocahontas County Superintendent, one of the discussion reporters, listed the following actions several discussion groups suggested should be taken in West Virginia public schools, in connection with the topic under discussion:

1. ...Adequate financial funding of educational programming;...
2. Re-evaluate teacher training programs to help new teachers learn to cope with the disadvantaged;
3. Reorganization of the curriculum;
4. Free kindergartens for all preschool children;
5. Experimentation with flexible grouping and the middle school approach for school organization;
6. Encourage more of the disadvantaged to become teachers...;
7. More guidance counselors and staff to work with children, teachers, and parents;...
8. Superintendents and administrative staff should return to the classroom...;...we have...administrators, who set themselves up so high that they think they are little gods,... they don't get back into the classroom and understand what is really going on...

9. Higher salaries for the teachers working with the disadvantaged;...
10. More consolidation of schools and more vocational training facilities;
11. Establishment of material resource centers;
12. Utilization of the school facilities for the total community.

CHAPTER IV

DEALING WITH ATTITUDES

Dr. James T. Guines

Regardless whether you are black or white, you are an educator. We are educators. I think if we miss that one point in this day and time, regardless of whether we are talking about black or white or poor and the affluent, I think we are going to waste a good deal of time. As a matter of fact, this relates pretty much to some of my frustration.

In forty-five minutes, how do you deal with all the business that we talk about when we say "attitudes?" I am convinced that this is about 98 per cent of the problem--Attitudes. In forty-five minutes, I have got to start dealing with this kind of thing and how it related to your roles as educators in this particular state--working with children, working with parents.

A Personal Testimony: "I Hated School"

I think, if you are going to talk about attitudes, you must be almost apologetically personal. You don't know anything about me. My parents were not high school graduates. My mother was a sixth grade dropout and my father was an eighth grade dropout, as many children's parents are. My parents were separated when I was three. My mother took my brother and went to Georgia and I was given to a rather hard but very religious grandmother. I might as well go further and add, too, another personal note, but it is out of the life of another individual. My father was murdered when I was moving from the ninth to the tenth grade.

Did I like school? No, I didn't. I remembered things in school like you need to go to the toilet, which is a normal piece of behavior. But to go to the toilet, you had to raise your hand and squirm and do all kinds of things. I recall learning my time tables by going out the door with my hand extended, palm down. When you would get to the door and say your nine times table and you would miss one, you would get cracked on your fingers. Even today when I come upon one of those little facts that seem to be so important, that I had to suffer pain for, I repress it, such as, say, "9 times 8." That was no way to teach.

I hated school so much that I actually repress the memory of it. You know, everybody ought to be excited about school. Who was your third grade teacher? I don't even remember. I don't recall my fifth, sixth, many teachers of that level of school. I just don't even remember. They weren't very important people in my life. My high school record today shows only 14 units. I was in a vocational tract because I came from a broken home, I was black, and I was in an urban southern city. Counseling, guidance, and tests were unheard of in a segregated black school. So nobody tested me but everybody knew where I ought to be because they knew from whence I came. So I finished a vocational tract. So frustrated that I thought I would try to read the complete Encyclopaedia Britannica. When I graduated, I felt so stupid (this was in 1950) that I thought it best I get about the business of educating myself so I tried to read the complete work of the Encyclopaedia Britannica. It is impossible.

The Magic of a Changed School Climate

But I did have a girl friend. Because she was going to college, very late in June I thought it best that I try to go to college, too. I could not go to my state college because it was "approved." That accounts for my going to Alabama A&M. Alabama A&M was not even "approved" by the Southern Association. It was a black Alabama college.

Now, that was probably the best thing that ever happened to me. As an urban kid going to a college in rural Alabama, the norms changed for me. You see, I was urban and here these kids were sharecropping, farming, and rural. And it was in that kind of changed climate, in the norms of a peer group, that I became something of an exception and they became the rural Alabama sharecropping kids. Had I gone to my state university with the other kids from Tennessee, no doubt I would have been just another fish in a big pond. But going from urban to rural school, I became an exceptional person. It was from that time on that I commenced to make the Dean's List, and to participate in drama, which accounts for my not having a southern draw. Professors treated me differently in Alabama.

Attitudes Toward Blacks

You recall that glorious day, May 17, 1954. I was finishing college and the Supreme Court decision came out. And one of the things those fellows did I think everybody regrets today. It was all right to say that you have no right to segregate and discriminate using public education, but I think they made a racist decision when they went on rambling to add that if something is all black it is inherently inferior. I think had Thrugood Marshall been on the bench as opposed to arguing the case, he would have said, "Now, fellows, wait. If something is all black, it cannot be inherently inferior." How can it be inherently inferior, you know, if it is all black?

For all practical purposes, in the urban scene, integration, the fact that you improve schools by putting a white body against some black kids, that's out. We cannot, in Richmond, with a school system of 68 per cent black, integrate the small number of white children we have to improve the quality of education. I don't want any white principal, black principal, white supervisor, or black supervisor thinking that you can't improve the quality of education for those children because you don't have black and white bodies together.

Attitudes Toward Appalachia

Now, when I came to this institute, I thought many of you were angry about this kind of thing. I thought you were angry that you as a group of people are lumped in something called, "Appalachian." Attitudes is what the thing is all about. I don't think you can accept the kind of statements which are written about you in this region, and this is a part of attitudes.

Let me read what they say about you. This is about being from the hills of Appalachia. It ways W.A.S.P. It is the American word that is synonomous with success. White, Anglo-saxon protestant, first settler of America, first came, first served to the best of the farm lands, people who worked hard to carve out success in America, who became the core around which fluttered later immigrant groups striving for the same success. Like all cliches, the W.A.S.P. success story is an exaggeration. It is no more true to say that to be W.A.S.P. is to be rich, than it is to say that to be black is to be poor. Drive back up into the hills of Appalachia and study some of America's earliest immigrants. White, Anglo-saxon, protestant, poor.

In the American equation of money equals success, many of the hill people are failures. The fact that to many of these people money does not equal success has not stopped the outside world from judging them. If they haven't enough to eat, they have failed. If their children are uneducated, they have failed. The fact that they are hungry isn't enough. They are expected also to relinquish pride, and settle under the label of failure. And if they do, we will give them food we don't need and send people to prod their lives, reshape them. Many hill people would reject help offered on these terms. They do not call themselves failures. They may have little education or money but they are wealthy in terms of family and a sense of oneness with the land. They are wealthy in terms of a personal honor and dignity that has nothing to do with the material possessions.

Then those who stereotype the people of Appalachia go on to elaborate what happens when many of these people come into the cities. The song "Yankee Doodle Dandie," "stuck a feather in his hat and called it macaroni," is not about the black people coming into the city. It's about hill people coming into the city. And when you talk about interethnic education and the pluralization of educational experiences, you are talking about the Appalachians as an ethnic group. Pluralization relates itself to how we maintain and keep a sense of pride in people here regardless of color.

Let me stop and tell you how I think we learn. This is my way of speaking, and I realize you aren't going to be able to follow one, two, threes here. I think we learn attitudes basically this way. First, there is a whole period, a phase of input, in which things happen. That's what a good teacher ought to do, too, cause things to happen to children, to bombard them with stimuli. There is a second phase, which I like to think of as synthesization--integration, putting together, relating these specific happenings to something in the larger apperceptive mass, to use some of Herbart's terminology. The larger apperceptive mass which is all that bit of experiences we've had prior to that one experience we are having. I think this is the teacher's role, too. Now, the last or third stage is something I don't think we can do for children or for anybody. They must to this themselves. In the third phase, we draw new concepts. Conceptualization. We are able to generalize differently. Generalization. Then finally, we like it or we don't like it. Folks, that is what attitudes are.

I'm really trying to engage in a variety of inputs that I hope at some point will get a chance to synthesize and integrate, so that hopefully you will be able to draw some new kinds of conclusions and have some different generalizations. And hopefully have some kinds of changed attitudes. Because I don't accept the idea that old dogs can't be taught new tricks. I think they can.

The Tragic Failure of American Education

Now, I want to share an experience I had last summer that tells me, at least helps me understand, where the schools in this country and churches are failing. We know the home is failing, but schools and churches are failing, too.

Last summer I had the opportunity to be taken on a tour of the Cape Kennedy missile installation. Now, it is one thing to see that little thing on television, but it is really something else to see that huge rocket, the one that went to the moon twice, and to see the capability of this country in terms of technological power. If you have any difficulty getting a sense of patriotism, or a sense of the greatness of this country, just go and look and see what American scientists can do. That's a common ground we can get around as Americans -- tremendous technological input. I came away that afternoon, we were there just two days, with a real sense of security because I'd had this experience, this input. And, I suspect for the first time I could really grasp what people go around saying about the greatness of America.

On Friday of this same week my wife, son, daughter and I spent a weekend at Williamsburg, Virginia. All Saturday we walked through Williamsburg. That night we went to see the Common Glory. Now if you haven't had a chance to see the Common Glory, you read about it. We have kids to read about it in textbooks. This is why I said the other day that Patrick Henry was doing a similar kind of thing that Stokely Carmichael and Rap Brown and Martin Luther King and other people are doing today; when I sat in that outdoor amphitheatre and watched Thomas Jefferson and Patrick Henry and George Washington struggle to get this country together. I watched Jefferson write me out. I watched him struggle, trying to decide whether he should write me out. He just couldn't do it. There was an obvious mistake, but I sat there and I lived history as I watched myself be written out of my country's whole idea of what this thing is all about.

Now, I cried. But you see, I cried from this kind of arrangement. I had just seen, at Cape Kennedy, how great we are and, at Williamsburg, our country's beginning, all in one week. Now, we don't teach that way. That was a kaleidoscopic experience that showed me where America is and where America started. I was feeling a tremendous sense of the greatness of this country with that week's experiences. Now, I got up Monday morning and caught a plane to go out to the University of Wisconsin and lecture on the education of the culturally deprived child. Everybody likes to talk about it. Most American children are educationally deprived. But I went out to the University of Wisconsin to lecture on the culturally deprived child. I stopped in Chicago and I picked up a paper. People, black people, were rioting in Gary, Indiana. This was the second week they were rioting in Gary, Indiana, and it depressed me tremendously--the need for rioting and why people must riot.

I arrived at the University of Wisconsin and right in the middle of this campus is the Madison Inn. I got there about 10:00. I went out on the campus to get some refreshments and I came to a huge quadrangle. In the middle of this quadrangle there were, I bet, 150 of the brightest minds in this country. White kids in the middle of this fabulous university. You know what they were doing? They were in the birdbath with their clothes on, loving and kissing, and drinking beer. These were white kids. That made me sick. You know, here you are in the middle of the greatest opportunity that you can find and all you can do is cop out--the flower children and the hippies.

The next day, after I had lectured, I asked the director of this institution, "What does this mean?" He said, "You haven't seen anything yet. If you stick around, there is a guy who goes around with long hair, a beard; he wears robes, sandals, and all the kids play this game, 'Have you seen Jesus today?' And if you have a test to take, you go around and you feel his robe. And the thing is, 'have you seen the Christ today?'"

Now again, you may direct your negative attitudes on me. This was an experience. It happened. And as a result of that experience, I had to ask two questions. Why are these people playing with education? Why are these people playing with Christ? Then I had to indict both the schools and the churches, because obviously these children were "educated in our schools and baptized in our churches," and if we can't grasp that kind of failure we can't free our attitudes to ask ourselves as educators, "Why?"

If we can't ask about our failures, then, I'm afraid we will never be able to pluralize education. I'm afraid we will never be able to relate to poor children; I'm afraid we will never be able to teach black children. Because, until you can see that the whole system of education in this country and the church have just literally failed, we can never correct them.

All Pupils Educationally Deprived

Certainly this is the beginning point, I think, for the educators. Socrates said (and I think we have to look at it in this light), "Know thyself," and this was related to his business of asking all the questions. You see, we start at a level up here. You keep asking that question until you finally get to the nakedness, that thing you try to protect. That is where our attitudes are wrapped up.

If educators can't know themselves in this kind of context of failure, and if they continue to hide behind the little game of black kids and their sad education, and poor kids and their sad education, and do not really come to the point of the fact that all children of this day, in this kind of society in which we are living, are educationally deprived, we aren't going to solve this kind of problem. I think it was Polonius' advice to Laertes, "To thine own self be true, and it must follow as the night the day, thou canst not then be false to any man."

I think as teachers, unless we can accept failure, black kids are going to say you are phoney. You are hypocritical. You teach one thing and you behave another way. And they aren't going to respect us, as many politicians don't respect educators who don't stand up on their hind legs and say the things about the kind of education which we need.

The Goals of Education

Two questions, which people have asked historically, have implication for all of us in education, which again relates to attitudes. What are our roles as educators? A British philosopher, a man who never went to schools as we know them today, but a very brilliant person, Herbert Spencer, at the time we were fighting the Civil War, raised one of the most provocative questions that educators ought to try to take a look at. He asked in a little essay, "What Knowledge is of Most Worth?"

Come over to 1918, and you will find that for the first time in this country, American educators put themselves to the task of spelling out educational goals. We had schools, you see, all the way up to 1918. But we didn't think about what schools were supposed to do and write it down as a set of national goals until 1918, in the seven cardinal principles. Now, if you will read "What Knowledge is of Most Worth?" and look at your seven cardinal principles, you will see a tremendous continuity between what Spencer thought education ought to do for the person and what we in this country accepted as a set of goals.

A lot of things happened from 1918 to 1938 and we revised the national goals for education in 1938. In that year the National Education Association had an educational policy commission which was supposed to spell out for us as educators what kind of goals we were attempting to realize for American children, in view of the nature of our society which is a democracy. There were four, and if you go back you see them. The very first one declared that education should develop the person--self-realization. Number two stated that education should be related to developing human relationships. Number three affirmed that education should prepare people to be economically productive--"economic efficiency" is the term used there. Number four declared that education should be about the business of developing citizens--civic responsibility.

Now, from 1938 to 1961 a whole lot of things happened in our society. Educators became a little shaky. They said, "We can't teach all the subject matter and Russia just shot something up over there, and we really ought to start doing something else." So, really, we added one more objective to education in 1961--in a little 68-page publication entitled The Central Purpose of American Education--to develop the rational powers.

Here, then, are five things we are supposed to be trying to do in this country with children: Have them self-realized, develop in them good human relationships, make them economically productive, make them good citizens, and develop their rational powers.

Starting Where Pupils Are

Now, if you take these five goals, you will find that not only have we failed a lot of black children, a lot of white children, we have just failed a lot of people. If you take those goals, do you think people in this country are truly self-realized when you look at the increase in the use of alcohol, dope and mental illness? Everybody can't stand to listen to each other. Everybody is getting all shook up. People are not able to live with themselves.

People will never be able to live with themselves until we start where people are. Instead, we teachers want to start education where we are. I'm from Tennessse and I have every bit of appreciation for the Grand Old Opera House, and if I worked with white kids I would know as much about that music as they did, as I would feel that this was the only way I could relate. But I have to know a lot about James Brown, because that's the group I work with. We must start with people where they are in education, relating learning to everything they accept as their values and their attitudes. We cannot give them our attitudes. We cannot give a person class values.

You have to appreciate, legitimatize, respect, everything they have by way of their own values.

Rainbow Power

One of the greatest opportunities that integrated education has provided us is that for the first time we can teach American history in a realistic sense. I don't see how in the world we could ever teach American history with white kids here and black kids here and red kids here and yellow kids here. I'm not after black power - I am for rainbow power.

Pluralism means when we all have put something into this pot and the pot has been enriched as a result of that putting in process - then we all want to take something out of the pot. Not only do we have a variety of groups in the white world and a variety of groups in the black world, but we develop attitudes about these groups and the people represented here, in other words, human relationships. Many of the kids who want to be separated now just don't understand that they have been hurt. Many administrators don't really understand that they hurt them. People just don't understand. It is a matter of attitudes.

There is nothing in the world wrong with starting a jazz combo in a high school. It is music. Kids playing music will forget color. I don't see why on some days we don't have an Italian Day. I like lasagna and we can have that type of day. We can have a Kosher Day. There are all kinds of days and we can teach kids about these various ethnic groups in our society who have made these food and other opportunities available.

Prejudice, Pluralism, and Brotherhood

These are some of the kinds of things that I think relate to attitudes. I think it is starting with the personal, the self. Then I think certainly we must look at ourselves as educated people. Now, we keep in mind that educated people ought to be a little freer of prejudice. I never apologize to anyone for having prejudice. My whole society has taught me to be prejudiced and I've had to recognize this. I'm prejudiced in so many kinds of ways and I can tell you what they are. Now because of the fact that I know better, I can commence to learn how to deal with by prejudices. But I don't apologize for being prejudiced. Hopefully, if we can get this pluralization thing going in this country, we won't have as much people who are prejudiced.

During the Christmas holidays when our astronauts went out to the moon and they looked back at the earth, somebody said one of them asked, "Is life on that little planet?" Well, they knew life was on the planet, and Archibald MacLeish, the poet, came out with one of the most moving poems in about four paragraphs that I have ever had an opportunity to read and appreciate. Eric Severeid, on the Cronkite show, read this and then it was printed in the March issue of Reader's Digest. The last line goes something like this: "To see the earth as it truly is, small and blue and beautiful in that eternal silence where it floats, is to see ourselves as riders on the earth together, brothers on that bright loveliness in the eternal cold--brothers who know now they are truly brothers."

It seems to me man gets a different conception now of himself in terms of what he knows. We know the world is just a ball. This is why you must have tremendous respect now for an anthill as you walk across and see the little ants. I'm wondering if they are concerned whether they are white or black and how many of them are going to have food and who will starve, or if some ants say to others, "We are going to sit over here on our little kingdoms and try to hold you in some kind of a little pressure." I wonder if ants really do that. Because man does. And it doesn't make any sense.

Dealing with attitudes takes a lot of working, but I do feel that American teachers are capable of cleaning up their attitudes by trying to get at some of these concepts which I've tried to develop.

DISCUSSION OF DR. GUINES' PRESENTATION

Some significant points made by the panel of consultants in response to discussion questions

DR. GUINES: ...Let me elaborate further on the idea of a segregated school...when you don't have people to integrate, you can integrate your experiences to children...white children can have an integrated education in an all white school. They can have it in their social studies. They can have it in all things they are doing, music, so that when they come out, of an all white school, they will have had an integrated education...they may go on to college where they will truly be in a school where there will be people of other races; or be in the army. I guess one of the worst things that can happen to a young white child who came out of a school district which had no Negroes...would be...to run in basic training to a big black sergeant whom he must respect...So it isn't necessarily true that a segregated school must be a segregated school...it would be tragic if we accept too blindly any statistical study which says that an all black school is inherently inferior or an all white school is inherently inferior to an integrated school. If we believe that, we put a ceiling on our own aspirations for that school and for the time being we might not be able to change the situation and yet our own expectancy level would be damaged...I personally believe there are inherent advantages in an integrated school situation. I think the fact of living with people different than oneself is an advantage. I think there is inherent danger in a school in which the student body is of the same background. That doesn't necessarily mean that their total education would be inadequate. But it does mean there has to be a tremendous compensation provided for that lack... exchange programs are vital if the kids can't meet other types of students any other way. And I know these things can be worked out...

DR. GUINES: ...Let me just say one thing about communism. I think one of the greatest threats certainly to this democracy is communism. And I think so many of the things that we do in the name of democracy drive people to accept communism...There are only two dominant ideas competing, Democracy and Communism...In every way we...show deomcracy doesn't work, we invariably provide not just for American people to go the other way but for all the other people in the world who are struggling to try to make a decision which way is best. To look at W.D. DuBois at the age well into his 90's,...and to say at that age he became a communist and that therefore he has no rights whatsoever to be a hero to a black kid, is to miss the point that he was one of the founders of the NAACP and the Niagara Movement way back in 1906 and 1908. To not see Stokely Carmichael as a non-violent follower of Martin Luther King, as one who got his head whipped and spat upon and kicked in the streets of a rural Alabama town. To not see that young, Harvard University trained Negro boy, asking, "Law and order please, that's all I'm asking, law and order. I'm praying for you." And to not know that he argued with Martin Luther King who said, "Stokely love is the only way to get these rights." To not know that these people had a real serious argument as to how you make a man live up to law and order. To see him only as the guy the press puts the spot light on, when under pressure he said, "Go get yourselves some guns," is not to do justice to a young, smart, brilliant person who probably knows far more about what democracy is all about than Mr. Wallace ever did. Now to get all hung up in communism, that kind of thing, and miss the great point and to not then see the relationship of Patrick Henry's activity against Great Britain, Thomas Jefferson's activity against Great Britain, to miss that one point, you really miss the point of the history of this country...

MISS GOLEMAN: ...As a teacher of literature, I have come across the kind of scholarship which says, "I'm not going to study this man." Or, "You must not mention this man in class because I don't approve of his sex life, or how he treated his wife, or whatever."...every man has his good side and maybe his evil side or weak side...Sometimes we see the better side of a man in his writings...for instance, Eldridge Cleaver is highly controversial. We don't have to approve of the crimes the man committed if we...accept some of the statements he makes...if something he says makes sense, if the class evaluates it,...objectively and decides this is a legitimate statement, then...we can accept the statement without accepting everything in his personal life...A book that has been very important in the shaping of my life and thinking is Jung's, The Undiscovered Self. ...Jung points out that...fear is extremely destructive and misleading. We create...imaginary devils...by fearing a thing...we make a great bug-a-boo out of communism. Certainly communism is a tyranny and...I would be the first to denounce tyranny. But I think our country is subjected to a kind of tyranny now if we let fear of what these people can do to us overrule our good sense in doing what we think is right. If we as individuals...act the way we think is right on the individual basis, we have not a thing in the world to fear. I believe that.

DR. GUINES: Let me say something about the South and the North and ...the deTocqueville document...It's not just a matter of the North and the South. It is a matter of number of people there versus the number of people here. It is a matter of how long you have had an industrialized society versus an agrarian society...an industrialized society is a cold and impersonal and unhuman society...when people work with machines and go home, they never have a chance to sit down and to associate...southern communities are not that large, southern communities for all practical purposes are still primary human arrangements...Any North-South difference does relate itself, I think, to regional arrangements that are primary and human versus industrialized and impersonal.

MISS GOLEMAN: ...Right now, in the history of black Americans, heroes are extremely important...in the history of the world when any group of people or culture has risen from an oppressive state to a sense of freedom and power and vigor, it has been very important to exhalt heroes...I think we have tried in the educational system to help young black students identify with heroes. In the past we exhalted Jackie Robinson and Booker T. Washington, Mehalia Jackson, George Washington Carver. Now, the new generation can't buy quite so readily the Booker T. Washington and the George Washington Carver because these men now are old. It is just like our white youth. They can't respect our older heroes. They have newer ones... we could do a great disservice if we start assassinating, figuratively, all the heroes young blacks have...if we give children a chance to pick and choose and to discuss and evaluate...I believe they'll make a decent choice. But it is when we start saying he is a "no, no,"...with the world-wide tendency among youth toward rebellion, that's the best way perhaps to encourage what we might assume is to be the wrong path.

DR. GUINES: What black group speaks for the Negro? There is a book, *Who Speaks for the Negro*?...And one of the things this book stresses is that nobody speaks for the Negro. Whoever spoke for the white group and what white group did it speak for and did it speak for the Italians...the Catholics...the Jewish people?...Where is the white group and who speaks for it? Should I assume as a colored person that the Klan speaks for the white person? Should I assume that the white Citizens Council speaks for the white group? Or should I consider that the Republican party speaks for the white group or the Democratic party?...I do not speak for black people...I think I can speak pretty much for the black children in Richmond...I think I've been in that much dialogue with them to know some of their aspirations, some of their concerns...I cannot speak for the kid in Miami... I was asked to comment on black power groups. I think it will be helpful if we commence to look at power groups in general and take the adjective black off and just look at all kinds of power groups... black power is just something that merely defines a group of people who are actually looking at themselves...all of a sudden people whose skins are black are now trying to see what this really means...To be able to recognize prejudices is certainly a beginning point. I've never really known what the guilt thing is all about...like for... youngsters of the fifth grade level to merely...see where America was and to see today where it is and to become totally excited and committed, to take it to where it must go...I don't want them to stop there and say, now, you did it, you were a bad guy, I was the good guy. Because I don't think we can make a bad, good guy case out of an unfortunate mistake...Pluralism is the sweetening of a pickle barrel by a variety of juices which one puts in so that when one tastes it, he realizes that he put that particular piece in the pickle barrel. Pluralization is just what we have, it is what we have in society...Trenton, N. J. for instance, has a black superintendent of schools,...But the Italians control the politics in many of the high places in the city government...That's pluralization...Many of the things we are trying to teach, which we call compensatory education, are not the things children need. They aren't going to learn them and the deficits are still going to be here. The gaps on achievement scores are still going to be there...many of my black psychologist friends are finding out that white psychologists actually write black children out of their achievement tests and Indian children and poor children. That's a vicious little game of discrimination that we don't think about. We order the tests, we give them to the kids, we don't think that the test itself was designed to write this kid out of the picture.

MISS GOLEMAN: ...Let me draw some generalizations...the black schools in Miami have excellent reputations for general school discipline. This doesn't mean that it is always great and that we don't have problems. We do notice, especially where classes are ability grouped, that in the lower ability levels there is much demand for individual attention and that sometimes it is difficult to keep the noise down...We do believe that it is vital to good teaching today to de-emphasize the teacher-controlled class and to encourage small group discussions, small group learning activity, small group projects, etc. We have had some problems with our kids and...I think this has something to do with the kinds of situations they have grown up in. The kids have difficulty developing harmonious small group relationships and...leadership...one of the paradoxes of some of our kids is that many of them go home and take adult responsibility. They prepare the meals and maybe take care of their own babies or their sister's babies...Yet, we notice in the classroom... a lot of resentment, sulking, and rivalry. There is very much in evidence an express need for the individual to excell...I can't recall many cases of students insulting teachers or anything like that. In the couple of cases...I can recall where teachers were insulted, they were insulting beforehand and frankly I think they deserved what they got...There are problems in a disadvantaged situation when we have kids that probably have some kind of brain damage that we don't know anything about. Or, their psychological problems are so acute that they can't calm down. In a traditional overcrowded classroom, this becomes a real problem. What we have done is have small group guidance with guidance counselors...take these kids out on trips and try to find out what's troubling them so. It seems to boil down to the need to be recognized. To give individual attention...I think we have begun to learn that some noise is indicative of a healthy classroom, but it does require an adjustment and if we think that quiet is good, then we have an adjustment to make...

DR. GUINES: There are a number of foods...peculiar to the Negro race...Black-eyed peas prepared a certain way...Chitterlings, barbecued spare ribs...basically the cooking and the preparation of them were learned out of slavery out of the skimpy drippings and leavings of killings of hogs...If they are served on a special day at school, black kids can say, "Well, I can eat them in the home and eat them at school and everybody likes them." We have kids ashamed to talk about these kinds of foods. I don't want my little boy not to enjoy pinto beans and all the things I've been raised on. That's Soul Day...I don't think a teacher can teach free of values. This is one of the real difficulties, I think. We say that teaching is a science and that science is free of value. That isn't quite right...I suggest that we don't really know what our value system is. A very few of us could generalize as to what the real values of any group in America are...I think the student rebellion...and I'm not now talking about...just the violent kind but the reasoned protest, indicates that young people are saying to us that...we are not sure what our value system is. If we say we approve of the Christian value of humility, and yet in our business we are tremendously aggressive, there should be a conflict in somebody's mind. I think a young person is perceiving this...again, if we say peace is a value and we endorse a war...to the young person who sees this...there is confusion...We say brotherhood is a value and he sees his father's group exclude a member of a minority group, the young person is right in attacking hyprocrisy and on and on and on...it seems to me that out of all of this conflict,...the gap between what many adults are saying and what they are practicing with their lives,...must grow a new and firmer value system. I don't know why young and old alike can't join hands in forming that value system...

MR. CASSELL, Pocahontas County Superintendent, one of the discussion reporters, listed the following actions several discussion groups suggested should be taken in West Virginia public schools, in connection with the topic under discussion:

1. Include attention to such topics as "Your Attitudes Are Showing," in county and in-service meetings.
2. Begin to demonstrate our positive attitudes in inter-personal relationships.
3. Make all students aware of the Negro contribution to America's progress.
4. Recognize that we do have a black problem in West Virginia if it is only the problem of existing in a predominantly white culture.
5. Exchange programs between youth and teachers of the various schools.
6. Interpret to those at home the findings of this institute and suggest immediate plans of action.

DR. GUINES: ...I realize you have some schools you don't have Negroes in, but we must see the school, in many cases, as an oasis in the desert for a while which must work outward. In essence and for all practical purposes in some communities you have a bi-racial society out there...Ultimately, the school can become a center for starting people finally to get to see each other as individuals who are concerned about children and not with race. I think you have a lot going and other states are moving right along with you...and state departments are getting involved and I think you are going to find a lot more support than you thought you might have had before you came here...let me share a little poem entitled,..."Will the School Be Friend or Foe?"

Each man is to the other potentially either friend or foe:
The route in which a relationship takes is in what we do
  and not what we know.
Each teacher and aide are to the child either friend or foe.

The route which their relationship takes is in what they
  do and not what they know.
Each principal is to the teacher either friend or foe.
The route which their relationship takes is in what they
  do and not what they know.
Each school in America is to its society and community
  either friend or foe.
The route which this relationship takes is in what we do
  and not at all in what we know.

CHAPTER V

INTEGRATION AND COMPENSATORY EDUCATION*

Meyer Weinberg

Just three years ago, a federal official in charge of desegregation enforcement activities replied to a Congressional inquiry as to the existence of research on desegregation. "The basic problem," he said, "is that there are very few researchers that want to work on it for some reason, but it is a very real problem."

Now, however, considerable research has been done. Much of it remains unpublished or is circulated only within narrow circles of experts. Let's get down to a review of some of that literature and relate it to our topic.

Four Terms Defined

First, a clarification of certain key terms. These key terms are: segregation, desegregation, integration, and deprivation. Segregation is defined as a socially patterned separation of people with or without explicit sanction. The legal distinction between de facto and de jure segregation has not been found to be of any consequence in studying the impact of segregation upon children. The essential mark of the segregated school is not the presence of a certain ethnic mixture. Fundamentally, a school can be said to be segregated when the community comes to view the school in its nature to be inferior and unsuitable for privileged children. For example, a school is segregated whenever it becomes known as a "Negro school."

The stigma imposed upon the school by the community makes it segregated. Virtually always a stigmatized school will be deprived of an equal share of community resources inasmuch as the control of the resources, too, is socially patterned. If the school is considered by the community to be adequate for minority children but not for majority children, that school is segregated.

A pragmatic test of this distinction is easily applied to what is often called reverse busing, that is, the busing of white children to a predominantly Negro school. White parents most frequently, and at times with justification, object that the transfer would result in their children being placed in a poor school with a negative effect on their learning. The significant point is not the accuracy of the white complaint but the tacit assumption by whites that the same objection does not apply to the Negro children.

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The term desegregation is defined as the abolition of social practices that bar access to opportunity or bar equal access to the mainstream of American life. The effort is to create new patterns of interaction by altering the organizational administrative structures that contribute to segregation. Desegregation is a matter that can be effectuated through administrative measures. It needs only to be decided and it can de done. Its success does not require certain qualitative types of children or teachers or administrators.

The significance of desegregation is missed, however, if we characterize it merely as moving bodies. To be sure, the attendance of Negro and white children in a common school is the most obvious feature of desegregation. It is psychological naivete to imagine that such attendance in a race-conscious society is without consequence for the students involved. The term integration is defined as the realization of equal opportunity by deliberate cooperation without regard to racial or other social barriers. This concept of integration stresses realization of equal opportunity. So, for example, it would imply that education which is equally bad for everyone is not integrated education. It simply skimps educational opportunity in like manner for all.

Thus, integrated education of low quality is a contradiction in terms. In an integrated school, individual differences would bear no stigma as it became clear that these were not social differences in disguise. Students, teachers, and administrators would cease making invidious comparisons as any differences ceased being stigmatic. Acceptance, mutual respect, and cooperation are the marks of an integrated school.

Now the last term--deprivation. By deprivation I understand a socially patterned withholding of educational opportunity from selected groups of persons. Reference here is to a group pattern and not to isolated, deprived individuals. The concept of deprivation implies withheld advantage. And this would seem to be more adequately conceived as a group phenomenon than an individual one. Deprivation and privilege are opposites, even though the privilege is merely the right to attend a white school that is only slightly less inferior than the Negro one. Segregation has, of course, often been used to withhold opportunities from the deprived. Indeed, it is a question whether it has ever been used for anything else.

The problems of deprivation are compounded by considerations of race and class. All the deprived, more or less, are also segregated. With the Negro, race is an additional depressive factor.

Let us now get on to some of the substance of the problems of school segregation, desegregation, and compensatory education.

The goal of the integration movement should be kept in mind. It is not to create a human checkerboard in the schools across the country. The first significance of moving bodies is to break the crust of custom. The second is to lay the basis for new, more creative custom. American society will be integrated whenever our people have a genuine and protected opportunity to live and learn with whomever they and the others wish. Whether that end pattern will resemble a checkerboard or a Jackson Pollock canvas is an intriguing, but essential, question. The pattern can hardly resemble the jerry-built or otherwise managed separation that the architecture of racism presently dictates.

Similarly, American schools will be integrated whenever educational opportunity is made available to all without being filtered through those favorite American nets of privilege: color and class.

Thorstein Veblen defined a vested interest as a marketable right to something for nothing. Our segregated schools are the training ground for the vested interest. Increasingly, a white skin and a middle-class position are becoming extremely marketable in the competition for jobs and further education. An integrated school system would need to work in many ways against this growing marketability of educational privileges.

No Quality Education Without Integration

Nobody seriously contends any longer that you can have separate but equal schools. The historic record is all too convincing that segregation and low quality schooling develop together and are interconnected. On the other hand, many speak today of quality education without any reference to integration. This is simply another version of separate but equal.

Those who elevate quality education above integration may well be recalling the earliest emphasis in the civil rights movement upon desegregation as such. That emphasis was well-conceived in its efforts to stimulate the widest applications of the Brown decision. It was ill-founded only in its imcompleteness. The school systems that were triumphant with desegregation often seemed to accomplish not much more than that.

Between 1954 and 1960, numerous articles and even books were written about desegregation progress in St. Louis, Louisville, Baltimore, and Washington, D. C. Statistical evidence seemed to establish that desegregation was compatible with greater academic achievements of the desegregated students. It probably was. Still, the school systems in each of the cities entered into expremely difficult conditions once the initial desegregation program was in operation. Today, according to investigations of the National Education Association, Louisville and Baltimore are seriously deficient in creating a school system that can educate. A high administrative official of the St. Louis school system said recently, "Every year I see the St. Louis schools getting in worse shape. If the quality in education we are giving keeps on declining at the rate of the last ten years, the fate of our city is sealed." And a Congressional task force about a year ago found ample evidence of fundamental weaknesses in the District of Columbia school system. In the last year, we have gotten much more evidence of that.

There is likely no evidence to support the argument that desegregation caused the quality of schools to decline. The evidence is to the contrary. Along with little more than token desegregation, some of these cities suffered an actual decline in educational quality. During the years 1955 to 1966, the proportion of provisional to permanent teachers in Washington rose from one-sixth to two-fifths and in Baltimore from one-eighth to one-third. While in 1955 Louisville pioneered in border state desegregation, the next year the city school system eliminated kindergartens as an economy measure. Did education as a whole improve?

The spectacle of stable achievement levels in the midst of quality deterioration of faculties and facilities is surely a testimonial to the beneficial effect of desegregation. There is little point after all in desegregating two separate but bankrupt school systems. It makes more sense, however, to unify two ailing systems by sharing their resources and challenges.

The cry for quality education, then, is well taken. It attempts to remedy a certain one-sidedness that characterized civil rights thinking as recently as five or so years ago. The slogan is itself short-sighted. It abstracts educational quality from its actual social framework of class and color. The question is not: Can ghettoized children conceivably learn if they attend homogenous schools? Rather the question is: Can ghetto communities wring educational opportunities out of their school systems? This brings us then directly to the question of compensatory education.

Compensatory Education Not Enough

Two recent studies are highly relevant. One is the racial isolation study of the U. S. Commission on Civil Rights, published in February, 1967. It reports that no compensatory education project which had been evaluated had succeeded in achieving its own stated aims. Eschewing any final explanation of this finding, the racial isolation study implies that two reasons may have played a part in the failure. One, the racial isolation attending each of the projects and two, the tokenistic money expenditures involved.

The outcome of the project might have been improved in an integrated setting. It might have also been more favorable had immensely more money per student been made available and used even in a racially isolated context. ,The racial isolation study of the U. S. Civil Rights Commission, in fact, leaves this latter question open, for until these large amounts of money are made available we cannot know the effects of their expenditure.

The second important treatment of compensatory education aside from the Civil Rights Commission work, is an excellent book by Gordon and Wilkerson called, Compensatory Education for the Disadvantaged--Programs and Practices, Preschools Through College. This is a three-year old book but its treatment and its point of view really have not been "soaked down" so to speak.

In their penetrating, evaluative chapter--the final chapter--the authors describe the pittance of money and resourcefulness that is invested in most existing compensatory education projects. They point to a virtual absence of independent evaluation of these projects. They take note of the frequent failure by the designers of these projects to specify educational outcomes of a cognitive nature--that is, the area most in need of compensation. It is these projects, by and large, ill financed, poorly designed, unevaluated, and frequently tangential, that are put forward as a remedy for segregated, inferior education. Clearly, there is not much quality in such compensatory education.

Compensatory education then, as presently conceived and practiced, is an insufficient response to the cry for quality education. Also lacking is a reasonably comprehensive and informed estimate of a scale of expenditure required to test the maximum contribution of compensatory education. It might be of value in this respect to start the estimating with what might be called a "Berlitz model"--that is a one-to-one relationship of a highly skilled tutor and student.

Color and Quality Education

Now tied up to the question of desegregation and compensatory education, is the matter of color. Recently, Roy Wilkins, the executive secretary of NAACP, testified before a Senate hearing. He said the following: "That what the white community seems unable to understand is that the objective of integration is to get where the good education is, not just to get with white children. When I say I want quality education, I mean quality education. But when I say I want quality education either in Washington, D. C. or the heart of Harlem, some say, 'Ah, ha, he doesn't mind segregated schools.' That is not what I mean at all. We had segregated schools all along."

Mr. Wilkins here implies several basic propositions. For instance, desegregation is necessary, but subsidiary to quality education and quality instruction. Secondly, now quality instruction is unacceptable whether or not it occurs within a desegregated content; and thirdly, quality instruction must be insisted upon even if the school is presently segregated. The overall content of these propositions seems clear. That is, desegregation is important to the extent that it facilitates quality instruction.

What, then, about the controversies over whether "a Negro child can learn only when seated next to a white child?" This is a contrived question. White children in an all-white school are, speaking very loosely, beneficiaries to a privileged order. They can, and many do, learn in the absence of Negro children. Negro children in presently constituted all-Negro schools, however, suffer virtually without exception from a significant deprivation of facilities and faculties. The facilities are often simply inferior. The faculties are unconscionably overloaded with teaching responsibilities far beyond the capacities of even the most devoted and competent.

To believe that Negro or white children can learn in such circumstances is to substitute magical thinking for plain facts. The presence or absence of white children can only be of modest significance in such a situation. Just how significant, is an empirical question not to be established by rhetoric.

The Educational Failure of Tokenism

Everyone in the audience, I am sure, has come up against the question of whether integration describes something actual or something purely statistical. And, of course, there is the great numbers game which I am afraid almost everyone has played on every side of the question of integration. When you leave statistics aside and confront what should be called in all honesty statistically-integrated schools--that is schools which may have a token presence of one of the other race--we have to raise a fundamental question.

Now I am speaking either about substantially Negro schools or substantially white schools: How does the statistically-integrated school differ from others with respect to the relation of young persons with one another? Does the school take the ethnic character of the school into account while planning curriculum and student activities? Do textbooks and other reading materials reflect the special opportunities in that school for a full-bodied view of American life and history? Does the school administration lead the faculty and staff in these directions? Are teacher organizations aware and involved in planning for greater opportunities in the school? Are there structures for remedial instruction within the regular operation of the school?

All these are questions which could be applied to numerous schools in every large city. Though we are overcome by the presence of segregation in the large cities, there are in every large city numerous statistically-integrated schools which, as I have implied, are hardly more than that. The racial mix is present in these schools but nothing else is happening. Very often that means that these schools are committed to a situation in which each school is permitted to deteriorate until we come to know such schools as tinderboxes of racial conflict.

Myths About All-White Schools

Now let's turn for a moment to the kind of school that we often forget altogether: the all-white school. The all-white school like the nearly all-white society generates its own protective film of myth. Most convenient of all the myths is the one that defines a racial problem as the exclusive property of the schools enrolling Negroes. "Here is a Negro problem" we say, "rather than a white problem." But anyone who has been struck by bottles and bricks being thrown by white mobs at Negro and whites demonstrating peacefully--Chicago, Louisville, and Milwaukee--might take exception to this characterization.

The monumental deprivation found in Negro schools has generated two misconceptions about all-white schools: 1) that all-white schools educate children satisfactorily in the technical abilities to read and write, and 2) they are neutral to the great social conflicts of our times, especially racial conflict. Both of these are very doubtful. Joseph Lyford recently wrote, "We have failed to recognize that white rural and urban schools are producing many children who read badly, who are intellectually unstimulated and isolated, who are unprepared for modern life, and who often are subject to the most violent types of racial prejudice."

But we need not search for all-white schools which fail to train in everything but racial hate. Hopefully, these are in the minority. The majority of functioning all-white schools staffed by ordinarily sensitive and responsible professionals have succeeded in abstracting their students and themselves from the great social movement of our time. And this, on the simple ground that no Negroes happen to attend the school.

U. S. Commissioner of Education, James Allen, Jr., while he was still State Commissioner of New York, was speaking to a meeting of school board members from his state. (These are the meetings which are held every fall for all new school board members in the state--a very good idea by the way. He was talking to them at this point about their responsibilities in the area of desegregation and integration.) He said: "Desegregation is the special business only of some school boards in the state, but integration is the proper concern of all the boards."

All-white schools in inaccessible areas can be asked, does your curriculum reflect a realistic portrayal of our ethnic history? Does Civil Rights enter into the subject matter taught in the school? Is the faculty segregated? These are not neutral questions. These and many more need to be asked of every American school. As a matter of fact, they are not.

Teaching Errors: Paternalism and Patronizing

Now anyone who has taught young children has run the risk of falling into two errors of teaching methods. One is paternalism. The other is patronizing. It is hard to resist this, especially for some well meaning white teachers when they are put in a newly desegregated class or when they are engaged in what is called frankly, compensatory education. I agree with Thoreau who said in Walden, that "if I knew for certainty that a man was coming to my house with a conscious design to do me good, I should run for my life."

The urge to do good rather than to educate can be the death of the effective teacher or administrator. For one thing it is much easier to do a little good than to do a little teaching. The segregated child has been the frequent object of charities--some not so charitable. He has seldom experienced the joy of learning in school. For another, the segregated child is a frequent victim of tokenism. In its most cynical form, tokenism is the offering of shadow for substance. But even in its most naive form--"At least it's the first step"--the end result is no different. A first step that is not succeeded by many additional steps loses its characteristic as a first step. You cannot travel anywhere by taking only a single step.

In schools, paternalistic and patronizing attitudes are closely connected to the subject that is discussed. By paternalism is meant an orientation that helps remove disabilities. Genuine help is clearly intended but it is imposed from above. Thus, neither student nor parent is truly consulted. In ghetto areas paternalism is imbedded in an ideology that imputes to the parents a basic non-concern and to the children a basic incapacity. When school personnel are challenged by events contrary to these preconceptions genuine shock results.

Patronization refers to beneficence with condescension. A condescender is one who graciously agrees to come down to the level of his inferiors. Two examples may suffice. Most widespread is the tendency to water down a curriculum or subject on the ground that the students are unfitted, or do not deserve, to grapple with the genuine article. The systematic practice of graduating children who have not mastered even the basic essentials of a subject attest to illusory education. You cannot do this to children whom you respect.

Another example is the emphasis one finds currently in many schools of education and elsewhere that you need to know the student's subculture before effective instruction can take place. Gordon and Wilkerson point out that virtually no evidence is at hand to support this contention. They stress instead the critical need for teachers to have confidence in the teachability of students whatever their subculture.

All Races Gain From Pluralistic Schools

I wish to raise a few points which may cut across both integration as such and compensatory education. Last month in Chicago a federal judge, Judge Julius J. Hoffman, ruled in the South Holland School Segregation Case--this is a case relating not to the city of Chicago, but to a suburb to the south adjacent to Chicago, an independent school district. It has been found guilty of deliberate segregation--not de facto but deliberate.

There has been long litigation and last month Judge Hoffman handed down the final order. In three sentences he, in my mind, summarized admirably the findings of the researchers: 1) "Negro children make better progress in desegregated schools where success is the rule than in all-Negro schools where it is usually the exception." Note that he doesn't indicate that it's the whiteness or the blackness of the schools that is at fault. What he emphasizes is the expectation of success; and he says that in the non-Negro schools success is the expected experience and not the exception. So this is one finding of the researchers that he has put well.

2) "By this time," he says, "the apprehension of white parents should have been dispelled by the reports and testimony of educators who have found that the performance of white children has not been adversely affected by the induction of Negroes into their classes." This has been found in virtually every study, and I say "virtually" not because I know of an exception--in all honesty one must allow for it--but in no case that I know of in the reported literature has there been a case where white students have been adversely affected.

3) "The academic record of white children attending integrated schools has paralleled that of comparable white students in all-white schools. And in addition, they have received the bonus of interaction with members of a different race--a matter of vital importance in our pluralistic society." I think that both aspects of this statement are exceedingly important. One is that white children have not lost academically from their experience with desegregation. But more important perhaps in our society at this moment in our history, is that here are young people living and learning together creatively--young people of different racial affiliation. This is certainly the most vital experience in our society. Thus, both black and white children gain from desegregation, let alone society as a whole.

Certain other questions which the judge did not deal with I would like to just run through very quickly because they do bear somewhat on our subject. First, let me put each one in the terms of a question and then answer very summarily.

Key Questions Regarding Desegregation and Their Answers

One question that comes up again and again: Does desegregation force black children to act white? The opposite is more likely. In a study of Detroit and Ypsalanti, Michigan, it has been found that black children living in desegregated housing had higher self-esteem than children in segregated housing. Dorothy Singer at Columbia reported that sixth grade black students in a New York City school accepted their blackness more readily if they attended a desegregated school. Ohio State University researcher, Donald Noel, found that adult blacks who identified with their ethnic group also tended to be friendlier to whites. Being decent to each other, in other words, does not require that we act according to a certain standard or stop acting in accordance with our sub-cultural group. One can be decent, in any event, and according to the research this is a realistic view.

Another question: Does desegregation affect the racial attitude of whites? Very much so, according to the National Opinion Research Center at the University of Chicago. This research has found that white and black adults who attended desegregated schools were of a different breed than the products of segregated schools. The former were far more favorable to open housing and school integration. Harvard's Thomas F. Pettigrew found that students in desegregated schools more often had interracial friendships.

Another question: Is there anything automatic about the positive effects of desegregation? No, chorus the researchers. Fruitful learning under desegregation still requires good teaching, constructive classroom climate, and understanding of administrative matters. The teacher's role, however, is crucial. According, for example, to a research team from the University of Michigan and Tuskeegee, after they had interviewed four out of every ten black students in Alabama's desegregated high schools, the teacher alone could make the difference. If he or she led the class toward cooperative learning then, this is what happened--even in Alabama.

Does the black community favor school separatism? Decidely not. Throughout the South, large-scale movements by black people still demand desegregated schools. During the past few weeks for example, desegregation was advocated by many blacks where there was a large-scale boycott on behalf of this in Swan Quarter, North Carolina, Atlanta, Georgia, Little Rock Arkansas; even mind you, in the Brownville section of New York City. Racially and socially different neighborhood groups about three or four weeks ago reached an agreement on a middle-school plan one of whose major aims was desegregation.

Another question: Does desegregation concern only the Negro minority? Far from it. The American Indian in desegregated schools seems to learn more than in segregated schools. This, however, may frankly be a measure of social class difference rather than ethnic desegregation. It is the less poor Indian families who tend to use the public schools. Some evidence suggests also the Mexican-American children profit from desegregation.

Another question: Won't desegregation dilute the quality of education? Well, the most simple-minded answer is yes. This answer really assumes that all black children are educationally deficient and that all white children are accelerated. But you and I know they aren't. Instead, as with all groups of children, abilities differ in both white and black children. Consider two all-black schools in Chicago. At Doolittle Elementary School, one out of every four eighth graders read at grade level--a miserable record. But one of every four did. At Forestville Upper Grade Center in Chicago, one out of every five eighth graders did so. But if large numbers of black children attend heretofore white schools--in large numbers, that is--chances are that some black children will surpass the achievement of some white children. This graphic demonstration that race doesn't matter exerts a powerful pressure on the slower black children. They learn that white is not necessarily right, but if you are black you don't have to get back. White children in the class are affected similarly. They learn that, in the child's lovely phrase, "There's good in everyone." As Judge Hoffman noted, this realization is vital to everyone.

Psychologist Irwin Katz at the University of Michigan, the most outstanding psychologist in this area, has been long puzzled over the social psychology of the desegregated classroom. Why, especially he asks, do low ability Negro children give no indication of being demoralized by the large achievement gap between themselves and their advanced white classmates? Perhaps, he replies, it is because these children's morale benefits from the more realistic self-view they gain in such a classroom. In fact, he found that Negro youngsters were overly self-critical while in a segregated setting. Another way of saying it is that placing such children in a desegregated setting permits them to realize two things: 1) they are not as bad as they thought, 2) they are no worse than many others.

Another issue: Is desegregation a one-way street? It has been for the most part. Black children have been bused. Black schools have been closed down. Some black teachers have been assigned to white schools. Stokeley Carmichael, a long time ago, labelled such desegregation as racist. Others insisted that it created the feeling that blacks cannot learn unless they sit next to whites. In large measure, the charges are correct. The remedy however does not warrant segregation but an equitable plan of desegregation.

In Berkeley, California, such a plan has operated since September, 1968. Both whites and blacks are bused--more of the former, by the way--and no school can be designated as white or black. In Swan Quarter, North Carolina, the black community since last fall has wanted to desegregate, but by exchanging black and white students between all schools rather than closing down black schools. This approach is spreading over the state and elsewhere throughout the South and other parts of the country. Potentially, it can join the older, black desegregationists with the younger elements who tend to stress pride in the black school. A reinvigorated integration movement, I believe, could result. The white community would, of course, have to cooperate. It should be noted, too, that a community can control a desegregated school just as well as a segregated one.

The final question has recently been bruited about: Do racial differences in intelligence prevent productive desegregation? Nobody has yet demonstrated the existence of such differences. Professor Arthur Jensen of the University of California asserts that differences exist. He has not noted, however, the mass of evidence showing that so-called racial differences in achievement are significantly reduced through desegregation. In his recent article in the *Harvard Educational Review*, Jensen fails to cite a single one of those studies.

Our Goals Demand Integrated Education

In conclusion, a word or two about how integrated education and compensatory education are related. When children have been segregated, they have been deprived. They have been deprived of an equal opportunity to achieve. Until men are angels and agree to grant children at least as much opportunity as their own children have, we will need to have a structure to create the kind of education we believe desirable for all children. That structure is the integrated classroom.

Racial imbalance and racial segregation would not be problems in an ideal society. But how to get to that ideal? We have to create the circumstances for children to have equal educational opportunity. And given the fundamental strength of the racism in our society, the tremendous hold it has on so many of us, and perhaps in some degree on all of us--given this reality, it is just out of the question to think that any white community is going to give Negro children by themselves separately somewhere a decent education.

It has not happened yet in our history; nor can it happen. Without integration it is impossible to conceive of children being treated as children in need of instruction rather than as Negro or white. This fundamentally, as I see it, is the relationship between integration and compensatory education.

CHAPTER VI

WEIGHING OF APPROACHES TO THE EDUCATION OF DISADVANTAGED CHILDREN*

Albin R. Gilbert and Dana G. Cable

UNITED STATES education has had a tendency of going through dramatic vicissitudes, characterized by changing catchwords. The phrase "disadvantaged children" has reached the level of federal attention. A lot of money is poured into "compensatory education," i.e. into special educational campaigns attempting to lift underprivileged children to the level of their middle- and upper-class peers.

This seems plausible and laudable. But there are dangers in creating a derogatory meaning in the use of the term "disadvantaged children," just as such a tinge is attached to "underprivileged countries."

Also, not all "disadvantaged" children come from the lower classes. A child growing up in wealth may not be exposed in his home to the kind of stimulation that is conducive to right schooling. *His motivation for school may be just as poor as that of an under*privileged child.

The aim of compensatory training is to provide children with an abundance of stimulation before they enter school "as antidote for cultural deprivation" (Hunt, 1961). What about discovering hidden talents among the disadvantaged (Mackler and Giddings, 1965) and thus priming them for school?

The statistic that 15 per cent of the child population in the United States is disadvantaged (Havighurst, 1967) is misleading, depending on the definition of the term "disadvantaged." There are disadvantaged high achievers, just as there are advantaged low achievers (Mackler and Giddings, 1965).

Not every child reacts to social and cultural handicaps equally. There are individuals who rose from squalor to greatness.

It may be true that most disadvantaged children have inferior discrimination in judgment. This is not, however, due to hereditary defects, but rather to inferior habits (Havighurst, 1967).

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* This essay was first published, in a slightly different form, in The Proceedings of the West Virginia Academy of Science, Vol. 40, pp. 188-191.

Two Approaches to Educational Reform

Compensatory education, centered on disadvantaged children in the socio-economic and ethnic sense, is inadequate. What is needed is a complete reform of education, with the view to providing a common ground for the so-called "advantaged" and "disadvantaged" children. They should rub shoulders in the same classes and in the same schools.

Since Hunt's classic Intelligence and Experience (6), researchers in compensatory education have rightly realized that IQ is not fixed, and that low IQ of disadvantaged children is due to the different kind of stimulation they received in their home and other environment.

According to Gordon (1965), the compensatory program includes eight areas: reading and language development, curricular innovations, extracurricular innovations, parental involvement, community involvement, teacher recruitment and training, guidance, and special personnel. A program such as this should be adopted not just as remedial for so-called "disadvantaged pupils," but as a blueprint for a "complete educational reform," amalgamating the advantaged and disadvantaged before they enter school.

Such a program should be so designed as to compensate implicitly the disadvantaged pupils, wherever they come from, for the headstart that the advantaged have on entering school.

Numerous publicly and privately funded projects are being pursued, but they are not coordinated. What may grow out of this movement may not soon enough, if ever, provide a solid foundation of an educational reform aimed at correcting the inequality of educational opportunities and serving as a common basis for a nationwide unified educational system.

The student of compensatory educational efforts feels encouraged in calling for an overall educational reform when studying a variety of projects based on the idea of compensation for educational deprivation.

The projects seemingly meet rigorous scientific requirements, but self-delusion on the part of the investigators is suspected. Thus, Miller (1967) rightly wonders whether the improvement in reading ability, following a remedial-reading program, is due to the new technique, or merely to the special attention the children received, or perhaps to the particular approach of a different teacher, or to some other factor.

Accentuating the Positive

Perhaps compensatory education, based as it is on the assumption of a deficit in the background of the disadvantaged pupils, is not the right approach. Might it not be more constructive to search for their positive potentialities, finding talents in them and thus boosting their self-esteem and generating their motivation for learning in school?

An example is the disadvantaged high achiever in science, as described by Giddings (1965). Facts such as this prove that disadvantaged pupils can be, and are, successful, not only in science, but also in other areas if discovered and encouraged in the respective skills, without having been subjected to compensatory training (Mackler and Giddings, 1965).

A more comprehensive project, embracing literature, drama, the arts, and the greater world generally, was New York City's Higher Horizons Program. It was regarded as a resounding success, because the disadvantaged pupil population exposed to it definitely benefited. It was for financial reasons only that the project was discontinued (Miller, 1967).

Disregarding the question of financing, it can be maintained that there is no reason not to expose the general pupil population (advantaged and disadvantaged) to higher horizons.

Gifted advantaged children are likely to be detected at home by educated and interested parents; whereas, for the disadvantaged pupils perhaps the only opportunity for such discovery may be in instruction and education situations.

Requirements for Total Reform

If it is true that the problem of the disadvantaged pupils would be best solved by reforming the total educational system in a unified way, then the requirements of such an overall solution are awesome. First of all--and before school--a common denominator of school-appropriate stimulation would have to be provided. Stimulation falls only on receptive ground if it is tied in with previous experiences of the children. The prerequisite of effective school instruction is the "proper match" between experiences acquired before school and the experiences put across by the school.

This requirement will be fulfilled only in a general way by the opportunity of nursery schools and kindergartens for all children. Then, when it comes to school instruction proper, there should be assurance that individual differences will be identified regarding the "proper match" of knowledge, interest, and needs. In the light of present-day inadequate funding of schools, this will, of course, appear utopian. But the proper requirement should at least be clearly spelled out as a target. If the proper balance between experiences acquired prior to school and experiences presented at school could be obtained, then the pupil's favorable stance toward school will follow. Moreover, all pupils, regardless of their socio-economic background, should be made aware of their particular competence (Brookover, 1965; Goldberg, 1967).

Turning to methods in a complete school reform, the following are requirements summarized by Goldberg (1967) for the compensatory training, but regarded by us as applicable to all pupils. In reviewing these requirements, the reader will realize that the organizational and financial conditions for their realization are so tremendous that they appear utopian, considering present-day budgetary conditions. The requirements:

1. Each pupil's status in each learning area has to be ascertained.

2. Each pupil merits respect as a person, appreciation of his efforts and understanding of his problems.

3. All procedures need to be paced in accordance with the pupil's speed of learning.

4. The learning situation needs to have a high degree of structure and consistency so that the child knows what is expected of him at all times and is neither confused nor tempted to test the limits through inappropriate behavior.

5. The learning situation should provide a maximum of positive reinforcement and a minimum of negative reinforcement.

6. The classroom as well as afterschool learning activities should provide as much one-to-one teacher-pupil contact as possible.

7. Materials should be related to the world of the learner but not limited to his immediate environment.

8. ... although the school must start with the learner where he is, its responsibility is to enable him to move as far as he can go, which is often much further than he himself regards as his limits.

Needed: "Total Push Education"

No complete reform of education is possible without tackling the problem of the "coeducators"--the parental and other environmental factors surrounding the child, especially before he enters school.

Just as "total push therapy" was created to insure the most effective treatment of patients in mental hospitals, so "total push education" must be established which would include all persons and situations existing alongside the school.

Riessman (1966) suggests "sociological" radicalism instead of "ontogenetic" radicalism. It is more and more realized that the school alone cannot solve the social questions. One has to reach the pupils where they live. One has to provide "massive community action" and contact with the cultural mainstream.

The Gist of the Argument

What we have suggested in this paper may be summarized as follows:

The tendency to provide compensatory education for culturally deprived children recommends supplying to them before entering school, the kind of abundant stimulation received by advantaged children at home, in nursery schools, and in kindergartens.

Compensatory education centered on disadvantaged children is inadequate; what is needed is a complete educational reform with the view to providing a common ground for advantaged and disadvantaged children.

Instead of making up for handicaps on the part of the disadvantaged, the search for talents which they have, as well as those which the advantaged have, is proposed. By exposing the general pupil population to higher horizons before school and in school, the less privileged will be raised to the level of the more privileged.

A "total push education," including parents' interest and massive community action, should tend to equalize the levels of the advantaged and disadvantaged pupils, an end only fully realizable in a one-class system.

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CHAPTER VII

EFFECTIVE WAYS OF WORKING WITH THE DISADVANTAGED

Barbara Goleman

(Miss Goleman began her presentation by playing a recording of the song, "Brown Baby," by Oscar Brown, Jr.)

"Seeing" Disadvantaged

Yesterday I attempted to present the raw material we work with: images--paradoxical, true, reflecting some of the values, some of the frustrations, and some of the sadness within the psyche of the "disadvantaged" black ghetto youth:

--the fondness for sharp "threads," or "rags," the alligator shoes, the classy "hog" (Cadillac);

--the adroitness of jive talk, with its marvelous sounds and rhythms and colorful metaphors;

--the lure of the streets, the ever-present temptation of "grass" and "horse";

--the grand illusion presented to young kids by the sharp "hustler," the guy making the fast money through pimping, the girl seduced into "working the blocks" for the pimp, the young unwed mother trying to care for her baby;

--and the desire to protect that baby--and help him to escape the ghetto trap.

Many of these are not pretty pictures. Perhaps they are uncharacteristic of the disadvantaged youth of your region. However, perhaps the patterns of deprivation have similarities.

Basic Conditions for Teaching the Disadvantaged

In creating meaningful programs for youth on whom society seems to have waged a cruel war, our teachers have found it imperative, first, to establish a climate of trust with their pupils. In attempting to understand that often deeply-troubled psyche behind the mask of hostility or apathy or brittleness, we have encouraged an open flow of communication. It is so vitally important to allow the child to talk about his experiences, sift through his values, his fears, his dreams--in short, to explore that "self" that he is, and is becoming. And, obviously, his curriculum must, somehow, be plugged in to that life he knows.

The crux of the problem--in beginning the assault: freeing teachers who know, who are "where the action is," to develop their own materials: books and programmed packets and films and tapes.

Obstacles to Meaningful Teaching

What are the obstacles to developing a truly rich curricular offering?

--undiagnosed deficiencies:
brain damage, psychological damage, visual perception problems, auditory perception problems, malnutrition, anemia, dental decay;

--language separation--totally different in nuances, in tricks and subtleties, from white-oriented language patterns;

--the tendency of the teacher to be overwhelmed at all the obvious skill deficiencies of the students--at our inability to measure our progress;

--totally inadequate, inaccurate, meaningless report-card system;

--antiquated, irrelevant testing programs;

--improperly organized scheduling in most secondary schools;

--an inappropriate alignment of staff;

--the classroom-based curriculum as opposed to experience-based learning activities;

--demarcation of academic disciplines which furthers the cause of academic irrelevance;

--lack of interest on part of business to create training programs;

--still, the refusal of white society to create roles--in housing, in job placement--for the negro;

--refusal of many teachers and administrators to budge from the sanctified programs of the old establishment;

--fear--to let the kid do his own thing, express his raw needs, get angry, show his hostility, to have fun, to let his interest and concern about sex show;

--to value-judge his raw appetites for money;

What Does All This Mean for Education?

If education is to succeed despite these obstacles, what trend should it take? What must you as a teacher do:

--to tell him that you--a white person--love him--and explain the belittling hatred that is everywhere around him;

--to be able to explain to him why he should have high aspirations for a long life;

--to justify the cruel enigma of social injustice, the Vietnam war, nuclear confrontations--when his needs are so simple and basic and human;

--to explain why he has to change:
his language, his sexual mores, his manner of dressing, his reverence for money.

Curriculum-Methods Innovations

What kind of curriculum is necessary? Let me offer a few suggestions:

--first, I believe, an activities-centered program-classrooms on wheels, widely variegated field trips, the full range of audio-visual offerings, academic activities accentuating previously developed interests (in song, in dance, movement, physical involvement);

--fine films--both those showing it like it is (The Hustler, Somebody Up There Likes Me) and those showing it how it might be (The King and I, Lili);

--oral activities, dramatizations, tapings, writing songs, role-playing;

--confrontation with problems of sex and narcotics and health;

--exchange programs with other schools;

--a program geared to close teacher-pupil rapport--love, friendship, respect, trust. (These last elements are vital instructional components.)

Some Other Possible Programs

What are some of the other feasible possibilities?

--"little-school" programs in which the staff is realigned, mingling guidance counselors, teachers, librarians, reading and speech specialists--and unlocking rigid scheduling patterns;

- --the day-camp concept--especially for summer--emphasizing group identity, wholesome competition and close relationships;
- --work-study programs;
- --the use of nature as a classroom workshop--with its infinite range of possibilities for scientific exploration and the creative play of young imaginations;
- --someday, hopefully, experimental residence schools--perhaps separately for boys and girls;
- --further development of the community school concept, with parental involvement;
- --innovations with the educational park idea;
- --and, most crucially, a carefully designed diagnostic program--using medical and psychological specialists--to study the syndromes of deprivation _early_ in the child's life.

Indispensable Prerequisites

Until we are sure there are no hungry stomachs, no crippling visual or hearing defects, no mind-sapping anemia, etc., we are stymied--in creating useful learning activities. Obviously, if children are hungry, we must feed them--breakfasts or snacks or lunches.

And, until we can begin to group youngsters with similar auditory or visual problems, we are unable to design productive lessons.

Further, until we can throw out the archaic and irrelevant tests and measurements of the current educational establishment and design our _own_ evaluative instruments, we will capitulate to the corrosive force of frustration which can and does often sap the vatality of teachers committed to helping the "disadvantaged."

What the Teacher Will Learn*

Our experiences at Miami Jackson Senior High are probably like those of many people in the nation today. But we have learned from them:

- --that with our "disadvantaged" black youth, we became less worried about _their_ attitudes, values, etc., and more introspective about our own;

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* At this point in her presentation at the Institute, Miss Goleman showed pictures of some of the programs, including special activities with the disadvantaged, at her own school in Miami, Florida.

--that ours was an important function in helping to create a place for the negro's value, his potential contribution to us, rather than in making him accept our elixirs to success;

--that the informality and conviviality of the learning situation--often outside the school--brought beautiful rewards;

--that the key to bridging gaps and unlocking doors is the dynamic and compassionate and resourceful teacher -- one who has the courage to keep pressing--his administration, his business leaders, his total community -- for programs he knows are right.

DISCUSSION OF MISS GOLEMAN'S PRESENTATION

Some significant points made by the panel of consultants in response to discussion questions

MISS GOLEMAN: ...Several...have asked me about class load...As a department head, I have the responsibility for supervising...24 teachers in our English Department...This past year I taught a tenth grade level I class,...and I had a twelfth grade level V class, honors class, and I am kind of the general program coordinator and writer of proposals for various projects...A federal program for next year we are going to call Operation Upstart,...in between Headstart and Upward Bound...in our classes, we have tried...to hold English classes ...down to 25...Often we can't do it...our English classes,...average about 30. There were 34 and 36 tenth graders in my classes the first of the year...The honors class was smaller...it had 17 in it and that is unusually small...Obviously, in working with kids with extreme difficiencies, 25 is even too much...it was awfully appealing to me, a city girl, to see your beautiful countryside. I wondered if lots of teachers make use of nature as a workshop...That's a rich resource. The only way I know to make curriculum more flexible is for teachers to start asking for innovations. I found principals, by and large, ready to make changes if you come well fortified with good, solid proposals...use your most eloquent pleaders.

DR. GUINES: ...I was tremendously impressed with a trip we just made to a glass plant in Weston, West Virginia, where we watched men blowing glass. I have never seen this in my whole life. I was struck with how much the workers had to depend on each other and how much this is a real value in an industrialized society...an education that is relevant for a young person in this area ought to start showing how valuable this kind of industry is in terms of man meeting man... I...see the opportunity here, maybe under Title I, of a school-community laboratory, using whatever you want to call a person, who could go out here and see all these learning opportunities...and then bring into the classroom and school all kinds of ideas about this. Then take children into these things for field trips and not just look at them blow glass, but look at that it means for these people to be dependent upon each other with their crafts...

MISS GOLEMAN: This bus thing really disturbs me, because we fought the battles...We have a couple of old, rickety school buses at our school only because we have to transport the kids for physical education...we managed to convince the principal and the athletic people that we would take good care of them last summer and so we used them, but we have no funds for gasoline. Our teachers got their chauffer's licenses and they did the driving. The gas was paid for out of our own pockets, or out of small donations from our friends and relatives and a few leaders in the community. You have a lot of buses around, don't you, that transport kids in and out of school? How are they used during the day?...getting out of the classrooms sometime is so important. This concept that is perpetuated that learning takes place within those four walls really seeps in the consciousness of teachers, so I think students aren't aware that they may be learning at another time. They probably learn more out of the classroom...

MISS GOLEMAN: ...The principal we have currently is not black. We have currently one principal, four assistant principals and department heads...Out of the four assistant principals, two are white and two are black. The ratio of teachers I don't know...but I think there are more white teachers than black...Because we started out white and we haven't had massive withdrawal of teachers...through the Action Program was a summer program, some of those shots of Queen Elizabeth were winter time and the center of the project Upstart next year will be the field trip with the four teachers, English, Social Studies, Math and Science, Librarian and Guidance Counselor working as a team...We do not have a great deal of parental support in terms of organizations...we have tried very hard to establish Booster's Clubs, for band students and football players, etc. We do find that when we make contact with the parents they are wholeheartedly behind the school system...Currently, within the community, the Y, the school system, and...other agencies, are trying to get more parents involved. We are trying to make the school more of a center of the community... In regard to ability grouping, I think we need some experimentation ...there is a lot to this matter of our depriving disadvantaged kids and kids with academic weaknesses of something very important when we take the superior student away from them, or the average student... influence and...help that can possibly be tutorial might be important. We group pretty much on the eleventh and twelfth grade level in English in terms of interest and ability...We've tried to be creative in shaping our English courses in terms of not only the student's interest but the teacher's interest...Next year we hope to do more interest grouping...should it be summer or winter?...I think it's probably best to try it out in summer...because we have a much smaller group of kids. The principal will select the staff so that he knows he has people who are interested in this program...with things like team teaching and the little school kind of program. To me it is the personality of the teachers, first and foremost...We have many teachers in my school who would not work in any kind of team situation. They are excellent teachers in their classroom, but they would just be misfits in a team situation...We don't have a sex education course, I'm sorry. We have various films and various programs... courses like Family Living, a twelfth grade course...courses...implemented at the junior high school level...using a good many films... Biology...I do know that both drug and sex education are becoming increasingly part of the system...The relationship of the Vietnamese war to the disadvantaged...number one,...more disadvantaged blacks seem to be going into the armed services proportionately than whites ...the draft obviously now is discriminatory in that the young man who can afford college and has the background to keep his grades is pretty well assured of being exempt for a while, anyway, whereas, the young black student can't go to college...Also,...in terms of the expenditures, it disturbs me,...the amount of human resources,we have invested in that war and the financial resources, compared to our dramatic needs here. We do not have 100 percent faculty support for all innovative programs, but we don't have people complaining too much if they are not involved...the best kind of grading system might depend on the school itself. I'd like to experiment with different ones...I'd like to try the pass and fail system. Expecially with our lower ability kids...a lot of schools are going to pass-fail, or pass-fail and honors...Discipline is pretty good at our school,... because of all that we do to try to establish pride in school, and the kids do look clean and well groomed. There is a great deal of pride among black kids today...In our academic program, we use many approaches...team teaching,...instruction...divided between large classroom instruction...geared to the audio-visual approach, and the small classroom...geared to composition and reading and speaking skills... one hour in the library with a person specifically designated to work with them;...speech activities;...writing lab;...discussion groups... The approach to learning activities is thematic, or topical, that is, the theme value or concept found in literature is explored through appropriate reading and viewing and listening experiences. Then writing and speaking activities evolve from the idea context...

DR. GUINES: ...I don't know how much of the federal resources you are using in general...we are using it in Virginia to almost reduce to nil the dropout rate in the city school system...4,000...dropouts ...are being made vocationally reproductive. There is a whole state department,...called Vocational Rehabilitation...you may have known this program from some other kind of purpose which is served. People who used to be physically handicapped, the hard of hearing, the hard of seeing;...that legislation has been broadened now...anyone who is culturally, emotionally and economically handicapped can also be funded...we are actually running a service station...to train service station attendants...they are paid while they are in training...We have five other programs of eight weeks duration. We get the kids right out of the pool hall, right off the street, often out of juvenile court and we enroll them in these types of program. Now we are paying for all of that from vocational rehabilitation monies...Title I...money and Title III, offer a tremendous opportunity in this state for supplementary centers. I...would like to turn these hills into learning laboratories...adult education in the community...Vocational education monies can be given...through departments of education, and you can actually locate your adult education centers up in places where people can come into homes and learn...You can actually decentralize your adult basic education...A group of teachers can get... guidelines from the elementary, secondary education act...You already know what your problems are. Write the thing up, then take the thing down to the superintendent and say, here, here is your Title VIII. Send it down and get some money...To us it is like playing poker. We look out and we see a problem and we see what kind of hand we can draw and where we can find the money. We get it from state, federal, even getting some mental health money to work with girls; pregnant, unwed mothers...

MR. CASSELL, Pocahontas County Superintendent, one of the discussion reporters, listed the following actions several discussion groups suggested should be taken in West Virginia public schools, in connection with the topic under discussion.

1. Providing summer camps and more summer programs for the disadvantaged.

2. ...Better public relations between industry and education.

3. Retraining of teachers by in-service meetings.

4. Money, state and federal, lots of it for space and personnel and less spending for space programs.

5. ...Realign educational boundaries to provide regional education and put pressure on the State Department of Education and the State Legislature to modify 100 years of archaic regulations...

6. Year around Head Start programs for all children.

7. More flexible scheduling with experimental activity curriculum.

8. Teachers should become more involved with all aspects of society, not just the school.

9. Vocational, technical and industrial educational programs to begin at the elementary and junior high level.

10. Representatives of this institute meet with the administrators of their respective counties to assess the needs and plan programs for their areas.

MISS GOLEMAN: The first step...is working with attitudes...If the student is turned off, there is no need of drilling and drilling with skills or trying to make him read when he can't read...that is the chief value of the field trip. It turns them on and makes them aware. The student opens his eyes and then he may ask a question...there's got to be something that excites the imagination, that triggers the child to say, "Oh, we need to learn something," or, "Maybe I can read about this."...it's that initial motivational force that is the key purpose of the field trip...We concentrate...generally on themes and their reading materials are geared to this theme...with more advanced kids we use everything from Baldwin to Cleaver to more traditional writers...We have a unit in the American Studies program on the history of the Negro through literature. We also teach specific skills, like reading...remedial reading...we use a lot of films...when people say, how do they learn English? To me, English is a delight because number one, it is about ideas, it tunes into the hopes, ideals, and fears of mankind, and that covers a pretty broad space. Secondly, it is concerned with communications and skills. We try in our English Department to tune kids in, first of all, through reading experiences which mean something to him, to which he can relate. Then we may take him from that one to one a little more remote, say, with more advanced kids we might go from Huckleberry Finn to Hamlet or from the Odyssey to Huckleberry Finn to Ralph Ellison's Invisable Man. We try to give a classical background also but approach it generally through modern...once we've gotten some ideas going, some relavency attained, ...we work on the writing skills and the speaking skills. The reading problem, of course, is one of the chief frustrations...

DR. GUINES: ...The only way to get education in schools comfortable for young people, regardless of where they are, is to relate those schools to everything the pupils are used to, their values,...until many of these kids say, Well, I like school...I like to get up and go to school...which is relating to the strengths,...the cognitive dimension is just going to be locked. Until he gets hooked on books he isn't going to read. And until he sees some relationship between whatever we do in this classroom and all these things...there are some beautiful hills out there and I am sure there is some content somewhere to relate this kid to looking out that window and seeing, by golly, there are some strengths out here...

CHAPTER VIII

DESEGREGATION: A MANDATE FOR EDUCATIONAL CHANGE

Dr. Marie Barry

Desegregation and the Educational Process

Three major forces underlie the existance of the Civil Rights Act of 1964: political action, legal dicta, educational processes. All should be instrumental in bringing about the revolutionary social changes instigated by this legislation.

Political action was the catalyst that swept the Civil Rights Act through the Congress in 1964. This mandate from the American people demanded that past injustices be righted. Its forces have ebbed and flowed during the intervening years, as confrontation and evasion, empathy and hostility, progress and regression in human relationships strove for the equilibrium that would assure equal educational opportunity -- economic, social, intellectual -- for every child in this country.

Title VI of the Civil Rights Act embodies the force of Federal law. During the past five years, the progress of desegregation in the schools of the South may be attributed largely to the success of the administration of this decree.

But the street and the courtroom are but prelude to the classroom. Title IV of the Civil Rights Act implements these political and legal forces for change through educational processes. It provides assistance to school superintendents and their boards of education as they cope with the special problems occasioned by desegregation through technical assistance, through State Education Department programs, through institutes and centers at colleges and universities and through programs in local school districts.

As this network of programs developed across the country and the Title IV staff worked with these "problems occasioned by desegregation," it became apparent that desegregation was not a problem in isolation. It is not something you can "control" like rats in a maze. Rather, the problems associated with desegregation are symptomatic of deep educational problems to which all American children are heir. In effect, the black child, by nature of his visibility and his history, dramatizes the educational problems of all Americans.

Three Trends Crucial for Education

During the past fifty years, volumes have been written about "cultural lag." Leaders in education like John Goodlad, Robert

Havighurst, and Arthur Combs have graphically described to the education community some of the trends that point the way to the solution to the problems of the present and to the provision of relevance of methods and subject matter to the future.

Here are some of the generalizations drawn from such observations:

1. That the role of the school is changing from repository of information to laboratory for problem solving. As we all know, when the now "over 30" generations were being educated in this country, the family, the church, and the school were the major sources of knowledge regarding our cultural heritage. Since these sources of information were limited and the world of knowledge comparatively so, the basic methodology of education in that world was to amass the "facts," to provide the information that would make possible for the individual a viable career, worthy home membership, and good citizenship. The teacher-student relationship was one of apprentice to master, of passive respondent to unassailable authority.

In the Space Age of the 1960s, television and transportation have thrown open the world -- and the universe -- to the children of today. The traditional function of the public school no longer suffices. Instead of serving mainly as a repository of information, it must now serve as a laboratory of experience for the solving of problems--social as well as physical.

By the same token, the role of the educator and teacher must be reconstructed for partnership in problem-solving, instead of as the source of all knowledge and authority.

2. That the world of now and of the future demands that each individual be socially mobile. Traditional patterns of social isolation at all levels of the economic scale can no longer obtain in a world which demands that individuals understand, accept, and work with those who are culturally different from themselves. Such studies as those by Dr. Daniel Lerner among Arabs in the Middle East, reported in *The Passing of Traditional Society*, and by Harland Cleveland and his colleagues among Americans around the world, reported in *The Overseas American*, describe social mobility as "the style of modern man," a trait not only desirable for efficiency in coping with the economic world, but, in the last analysis, a prerequisite for social survival.

3. That the traditional tools for the measurement of intellectual potential in young people and the utilization of these tools have proved inadequate. The recent onslaught of criticism of Dr. Arthur R. Jensen's article in the Winter issue of the *Harvard Educational Review*, which suggests that the construct of the intelligence quotient is an absolute, is evidence of the strides that have been taken toward more sophisticated and valid instruments for analysis of intellectual ability.

Desegregation and Innovative Education

On the basis of the experience of the past five years in the U.S. Office of Education, not only in program development under Title IV of the Civil Rights Act, but in such programs as those for the disadvantaged under Title I of the Elementary and Secondary Act of 1965 and for innovations under Title III of that Act, certain currents of educational innovation are emerging to point the way toward effective change in our educational patterns.

Again, this coincidence between current innovations and the desegregation processes is no accident. They reflect the response of the educators -- and the public -- to this need for change. Many of the phrases describing these innovations have, unfortunately, become cliches, among them: individualized instruction, flexible grouping, and team teaching. They become cliches when educators use them without having adequately assessed their meaning or without having mastered the skills necessary to carry out the innovations that these approaches to teaching involve.

For our purposes, I would like briefly to pursue the range of educational innovation at work in these three concepts, where they have been validly applied.

Focus on the Individual

First, individualized instruction: This concept is basic to the others, since from this, in terms of process, flexible grouping and team teaching follow. In the American classroom of the past one hundred years, one teacher has presided over the destinies of some thirty children in a self-contained classroom for five hours a day, five days a week, for the greater part of nine months a year. The teacher has used the techniques of mass instruction, utilizing the same text books for all children, simultaneously administering the same periodic tests to all, grading the designedly stereotyped responses based on the information contained in these text books and on the teacher's statements in a given subject area.

The inevitable result of these classroom structures was the leveling of the teacher's objectives and communication to the "center" of the class -- the middle, or average group among these thirty students. It was to them that she geared her assignments and her dialogues with the class. The result was the loss of the students on either side of this hypothetical average, i.e., a failure to reach those students who were not prepared to keep up with the average of the class, and a failure with those students who, having mastered the average material, were given no opportunity to pursue the avenues down which their intellectual curiosity might lead them.

When a student needed help to clear an educational hurdle from time to time, he usually fell by the wayside of this educational community, eventually being doomed to repeat a whole year's work, when he failed to pass a final examination. It is from this group that we have created the drop-out, the student who chose to detach himself from this frustrating and irrelevant environment.

On the other hand, the student who quickly absorbed the information necessary to pass tests often developed into a disciplinary problem, becoming, for quite different reasons, another kind of drop-out. This traditional educational pattern failed the ill-prepared student by denying him the opportunity to develop his intellectual interests.

In spite of these inherent weaknesses, most Americans did acquire enough physical and mental skills to make a living, to raise a family, to contribute to the wide community as good citizens. Until recently our educational casualties were not a primary concern. However, the increase of the hard core unemployed, the rise of a block of our people who are propagating generations of welfare recipients, at a time of unprecedented national resources and scientific strides, have focussed the attention of the public and the educational establishment on the plight of these disenfranchised Americans -- both white and black.

At the same time, the strides in the invention of such mechanical techniques as programmed learning and data processing and the utilization of such auxiliary resources as teacher aides have happily conspired to make individualized instruction possible. To add two more cliches to this discussion: The "lock step" of the "fortress school" has been broken.

Out of these numerous social, economic and educational factors derived from the experience of the past ten or fifteen years, the idea of "individualized instruction" has continued to grow. But let there be no mistake about it: valid individualized instruction demands radical changes in the structure of the American classroom.

Characteristics of Truly Individualized Teaching

A valid program in individualized instruction must provide at least the following five factors:

1. The opportunity for every child to have the extra assistance necessary to surmount a given educational hurdle. This demands the utilization of new methods and new materials by the instructor.

2. The opportunity for every child to be part of a number of interest and attainment groups, as he progresses.

3. The opportunity for every child to exercise the limits of his intellectual curiosity throughout a wide range of subjects.

4. The opportunity for all children to move as rapidly as they can through the sequences of educational attainment, unhampered by the lock step of the past.

5. The opportunity for all children to explore the world outside the classroom, as part of the learning design -- to experience the worlds of business, industry, art, service, etc. that make up the community outside the school.

Within the desegregation processes, two major factors are at work: the opportunity for special assistance to the Negro child to compensate for the educational parsimony of the past; and the recognition of the attainments of the Negro child who has succeeded in spite of the strictures of prejudice.

And we must also recognize that this traditional pattern of one-teacher, 30-students, self-contained classroom becomes the bug-a-bear of the white parent when he contemplates the influx of poorly prepared Negro children into his child's class. This parent -- without prejudice -- has valid cause for concern for the reason that in this one-teacher, 30-student, self-contained classroom any child may fall below his possible attainment in a preponderantly ill-prepared group, as the teacher lowers the standards of the class as a whole to accommodate the increased number of poorly prepared students.

Grouping Responds to Pupil Needs

Flexible grouping: As those of us who are over 30 know, the accepted pattern of grouping in the traditional classroom was "homogeneous." I believe that my own experience is typical of the pattern that has prevailed in classrooms across the country during the past fifty years.

One chapter of my teaching career was Mineville, New York, where, during the Depression of the 1930s, I taught junior high school English to children who spoke Spanish, Italian, Hungarian, and Polish at home. These children in the junior high school were grouped homogeneously on four levels. At that time I was preoccupied in learning to teach according to the traditional rules. I was trying to acquire the skills necessary to translate my Liberal Arts college information into the vocabulary and the forms that would communicate to my junior high school students the information necessary to pass my English tests at the end of the year.

So intent was I on developing these skills that it did not occur to me to question any of the patterns and procedures to which I was painfully learning to adjust. In retrospect, I find it amazing that never -- during the three and a half years that I taught there -- did I question on what basis these children were assigned to these four groups. All I knew was that, at the end of the sixth grade, a test or tests were administered to them, and on the basis of the results, they were relegated to these four groups which, for the ensuing three years, would be their world -- for every subject they took.

Since there was no one on the faculty -- grades one through twelve -- trained in counseling or testing, I can only assume -- again in retrospect -- the Miss O'Brien, the Latin and French teacher, who had studied at the Sorbonne and was considered the most intellectual of our lot, also scored whatever standardized instruments were administered.

Needless to say, everyone in school and in town knew who the "dumb ones" were and who the "bright ones" were. And this bothered me, even at that stage of lack of experience and will to adjust to the rules. I had a hunch that the perennial disciplinary problems prevailing in the "dumb group" had something to do with their resentment against what Dan Dodson calls "infant damnation." Again, I used frequently to regret that the dumb ones never had an opportunity to see their peers in the bright group perform well. I had a theory that those children would learn more from the performance of their peers than they did through the preaching and example of Miss Barry.

All of these long ago hunches were confirmed when I first read the opening chapters of Goodland and Anderson's The Nongraded Elementary School, wherein is described the variability -- the infinite diveristy -- of the individual from moment to moment, from day to day, from month to month. The damage that American education may have done to our children by homogeneous grouping is beyond calculation. What recent innovations have done to remedy this can only be for the better.

For in those schools where individualized instruction and flexible grouping have been established, a child is given an opportunity to experience the widest possible range of social contact with his classmates. Based on both interest and attainment grouping from subject to subject, children learn from one another and, implicitly, to cultivate the social mobility which is so necessary in coping with our modern world.

Thus, among other advantages, the black child and the white child learn together and from one another.

These changes in grouping patterns have, of course, revolutionized our testing patterns. They demand the constant re-testing of students almost from day to day, depending upon the sophistication and the resources of the school district. It should be noted here that such flexibility would not have been possible (and this, in a way, also accounts for the inflexibility of the past) if it were not for data processing and teacher aides. In other words, educators now have assistance in scoring tests and providing flexibility that was not possible in my day in the classroom.

Making the Most of Teacher Potential

Team teaching: So if a school system sets out to provide individualized instruction and flexible grouping for students, it inevitably leads to flexibility in the operation of teachers. Among the advantages of this innovation in professional relationships are:

(1) the opportunity for teachers to share plans and expertise with their peers;

(2) the opportunity for the individual teacher to concentrate on those areas of subject matter in which he or she is most interested;

(3) the development of individual teacher-skills by interaction with peers -- a built-in professional development program.

In bringing about effective desegregation of faculty, team teaching makes possible:

(1) the initial pairing of schools (Negro and white) at the same grade levels or subject matter areas, in order to provide task-oriented interaction among teachers of different races;

(2) the development of common approaches and of effective teaching methods, leading to the improvement of education for the children involved;

(3) the removal of the pressures and anxieties engendered by the assignment of single teachers across racial lines.

But most importantly of all, team teaching is an important trend in American education, designed to improve the professional competence of both white and Negro teachers.

The Creative Curriculum

This review of the innovations of individualized instruction, flexible grouping and team teaching has, I believe, served to summarize the bases for new educational structures and methodologies. Likewise, these innovations in classroom structure have been developed hand in hand with new approaches and new subject matter in certain curricula. For the processes of desegregation, integration and innovation, two major curriculum areas are particularly pertinent: Language Arts and Social Studies.

Language Arts: Among the major principles now shaping Language Arts programs are these:

1. Minority speech patterns, including those of some Negro groups, are being respected as bona fide language systems, are considered not just bastardized standard English to be rejected with

the child who speaks them. This approach to language denies the traditional concept of "good" and "bad" English, as though a moral law were being transgressed in the use of non-standard grammar.

2. New methodologies similar to those now being practiced in the teaching of foreign languages, are being utilized. These methodologies, which utilize experience and associations with the immediate scene, are proving more effective than the traditional grammar-oriented approaches.

3. Reading, writing, and speech are taught in relation to one another. Although the techniques for self-expression in each of these skills are considerably different, the experiential-developmental approach is an important departure from the diagnostic and remedial book-paper-pencil approach of the past. Briefly, utilizing this approach, the teacher draws on a trip to the zoo to develop skills in speech, writing and reading in her charges. Thus, the child builds a vocabulary and self-expression through the dynamics of experience, rather than through the exclusive stimulus of the text book and what teacher says.

Social Studies: Some new subject matter and new methodologies now being emphasized in the Social Studies curriculum are these:

1. The study of the history of the Black, in Africa and America, including his contributions to world and Western culture.

2. The study of the history of other ethnic groups in the U.S. -- particularly the Indian and the Latino -- including their contributions to our culture.

3. The study of race relations in America, a review not only of the history of the Negro in this country but of the interaction of black and white under the social and economic impact of such practices as slavery.

4. A review of the current research on Social Studies and other text books as they reflect racial and intergroup relations.

5. A study of changing intergroup relations in the modern world; student surveys of their communities through the history of intergroup relations.

Concerns About Guidance and Testing

Guidance: The traditional role of the guidance counselor has been at the high school level, where he administered standardized tests, to determine who went to college, who took the business course, who took Home Economics, and who took "Industrial Arts." In most instances, these student assignments were mere reflections of the socio-economic status of their families.

On this subject, I shall limit my comments to three areas: a new look at testing, a new look at the college-bound, and a new look at the community outside the educational establishment.

Toward Sound Evaluation of Students

Apropos of a new look at testing, few articles appearing in professional journals of education have attracted such wide attention as did Dr. Arthur R. Jensen's statements on intelligence in the Fall 1969 issue of the *Harvard Educational Review*. My attention was first drawn to it because of a story in the *U.S. News and World Report* and two columns in the *Washington Post* by Joseph Alsop. One conclusion that Dr. Jensen drew was that the Intelligence Quotient is determined by heredity, rather than by environment, and that tests have shown that Negroes have lower I.Q.s than whites. For a fuller refutation of his arguments, I refer you to the Spring issue of the *Harvard Educational Review*. In my opinion, Dr. Jensen's article de-- scribes a traditional -- historical -- attitude toward testing which, for many years, has been implicitly rejected by most practicing educators. In brief:

1. He assumes that the I.Q. is an absolute, proof of which has been ascertained by statistical formulae, from the normal curve of distribution to the analysis of variance, as though these statistical designs were not themselves man-made constructs.

2. He arbitrarily differentiates between "intelligence" and "mental ability," as though each of these standardizations of human response did not depend upon the vocabulary and conditioning of the human beings who respond to them.

3. He discusses diet and health in terms of "heredity," rather than environment, in the face of reliable research to the contrary.

4. Finally, I submit that Dr. Jensen's ideas are a product of his environment which, perhaps for too long, has been dominated by X^2s and calculating machines.

Among the responses to Dr. Jensen's article is that by David Elkind in the Spring 1969 issue of the *Harvard Educational Review*. Elkind's references to the work of Jean Piaget and David Rapaport, as well as his own studies, point the way to new approaches to the assessment of individual achievement through experiential and developmental constructs, rather than through the psychometric patterns of the past.

A Different Type of College Student

Apropos of the new look at the college-bound, all of these innovations in measurement have found a focus in the new student who recently appeared on the college campus. About four years ago, when school desegregation and equal educational opportunities were instigated by the Civil Rights Act of 1964, college administrators began to review their entrance requirements in the light of an awareness that many potential professional practitioners among disadvantaged minority groups had been denied their opportunity for professional training by the universities themselves. As a result of this concern, a sizable number of students, not formally qualified to enter college according to traditional criteria, were admitted to many colleges across the country.

Some of these students have been among those challenging the educational establishment for "relevance" of curriculum. There can be little doubt that they and the middle class students now chorusing in voices of dissent furnish evidence of the need for all of us to assess the role, not only of the university, but of all American education in this chapter in our history.

Making a Classroom of the World

Apropos of the new look at the community outside the educational establishment, it seems to me that this theme runs throughout the considerations I have been describing. This new look suggests a restructuring of the relationships between the educational establishment at all levels and the broad communities of work, of service, and of art that constitute our modern world.

I have not had an opportunity to visit what is reported to be a particularly innovative program now being conducted in Philadelphia, Pennsylvania. The high school level students in this program do not go to classes at all. Their time, scheduled by teachers, or monitors, or such, is spent learning mathematics and science in industry, learning art in museums, and learning community service among the organizations operating these vital agencies.

It seems to me that this is a forerunner of things to come. It bears out what I heard John Goodlad say about three years ago at a meeting in Mobile, Alabama: By the year 2000, there will be no schools as we now know them. Young people will then be educated through the increasing electronic resources supplying us with information. More and more the sources of education will be our business, industrial, artistic and service organizations themselves. Education will not be preparation for life, within the self-contained classroom. It will be life itself in the "real" world.

The Future Already Beginning

So, to summarize:

First: Methodologies are being revolutionized by individualized instruction, flexible groupings, team teaching, and new relationships between school and community.

Second: By the same token, experimental and developmental approaches to reading, writing and speech, replacing the traditional diagnostic-remedial approach, are introducing the world, rather than the book, as the subject matter of learning.

Third: Concommitant with all this, new measurements of personality and potential are being brought to bear in the field of guidance and counselling. New criteria for college entrance and new concepts of who may attend college are breaking through the traditional patterns of professional education based on socio-economic status.

It has been by good fortune to see enough of these innovations during the past four years in Title IV of the Civil Rights Act to convince me that, where they are at work, equal educational opportunities for children of all social and economic groups and of all racial, religious, and national groups in these United States are possible.

CHAPTER IX

TEAM TEACHING: IS IT FOR ME?

R. Lynn Canady

Nearly every change in the schools is in response to the demands of the times; and we all know our times are full of change--social, cultural, technological, economic, and internatiinal. We also are in one of those recurring cycles of disenchantment with the structural organization of the school which periodically sends us into fresh debates on the virtues of traditional patterns.

With schools challenged to provide quality education and equality of educational opportunity for all youth, many educators are faced with the basic question--HOW? Are there procedures, materials, techniques, and organizational patterns which can help today's educator do a better job? Is it possible to more effectively utilize current resources?

We are hearing the call for staff utilization, individually prescribed instruction, teaching machines, programed instruction, departmentalization, computer-assisted instruction, non-gradedness, and team teaching. Can any organizational pattern or material alone assure us of quality education? Of course, the answer is no. However, as Beggs asserted before his untimely death, we must expect substantive changes in our schools before we can expect significant improvements.

In seeking changes directed toward providing quality education for larger numbers of boys and girls in America, many educators are asking: Is team teaching a necessary facet of the change strategy?

Since a few schools in this Region are developing or implementing rather sophisticated cooperative teaching programs, the answer for some is apparently "Yes!"

However, a substantial number of teachers and administrators are still exploring the team teaching concept. Recently, a teacher informed me that she was not interested in learning more about team teaching; she wanted to know only how she could escape it!

Perhaps an examination of both pros and cons will enable us to evaluate the merits of the team teaching plan.

What Is It?

The term "team teaching" may be somewhat misleading. Probably cooperative planning and organizing would be a more realistic description of the process. Of course, factors such as availability of materials, buildings, composition of school populations, school management, and other variables will alter any definition that can be given for team teaching; however, the following general description is offered:

Team teaching may be considered an instructional process involving two or more teachers who share the responsibility for planning organizing, implementing, and evaluating an educational program. The teaching team usually includes auxiliary personnel and/or teacher aides who assist in implementing the instructional plans. It is my contention that auxiliary personnel are necessary dimensions of a sophisticated team approach.

Teaming for instruction is more than inter-teacher exchange of classes or departmentalization of instruction; it certainly is not an economy measure as some people argued a decade ago. In order for team teaching to succeed, the administrators and the teachers must view teaming as a means of improving the instructional program.

The following advantages and disadvantages of team teaching have become evident during the past decade.

Advantages of Team Teaching

There is evidence that team teaching makes possible a more flexible grouping of students than traditional self-contained classrooms. For example, when three teachers plan together for the instructional program of ninety youngsters, more provisions may be made for grouping students than when each of the three teachers is responsible for thirty.

It should also be noted that students may benefit from various teacher viewpoints and methods of teaching. In some levels of education a "mother hen" complex has existed. Often an argument against team teaching, particularly in primary grades, is that young children have difficulty in adjusting to more than one adult; yet, it has been observed that children in the primary grades can adjust to more than one adult. Paraprofessionals have created a quiet revolution in education, and the literature suggests that a child at times may develop more rapport with an aide than with his teacher. Of course, such a phenomenon can partially be explained by the fact that the aide is not the threat to a child that the teacher may be. For example, the aide probably does not assign grades, is not involved in very serious discipline matters, and does not conduct conferences with parents.

The idea that students benefit from contacts with numerous teachers is supported by the fact that there are individual differences in teaching styles as well as learning styles. Rather than labeling each teacher as "good" or "bad" we should accept the challenge of assigning the "right" teacher to the "right" student. And yet, we have never given very much effort to placement of students and teachers in education. Team teaching can incorporate the flexibility of assignment which permits teachers to employ their unique competencies with the students who need them most.

Team teaching also makes it possible to capitalize on teacher assets. For decades educators have talked about individual differences of students, but very little has been said about individual differences of teachers, although such differences surely influence success with children. In fact, I would contend that it has been difficult for many teachers even to admit they possessed both strengths and weaknesses; it has been safer to hide weaknesses. Of course, such behavior neccesitates that areas of curriculum be neglected. How many times have children been asked to stand during the last fifteen minutes of a Friday afternoon to sing a couple of songs in order to meet the "teacher's" music requirements? How much stress is really put on science by a teacher who feels she is weak in science and perhaps does not even like the topic? What about art? Modern mathematics? Physical education? One of the strongest arguments for teaming is the fact that it can capitalize on teacher assets.

Team teaching can encourage versatility and originality of presentations with several teachers planning and working together and sharing the tasks. Of course, such a statement assumes that two heads are better than one. A teacher recently informed me that the outcome depended upon whose heads are involved!

A question often asked at the elementary level is: "How is teaming different from departmentalization?" Departmentalization at the elementary level is basically viewed as "swapping out." For example, teacher X teaches mathematics to the students of teacher Y who in turn teaches science to teacher X's children. Of course, there may be occasions when even this approach offers an improved program to both groups of children; however, a team approach would imply:

Since teacher A can do a better job of teaching music than teacher B, teacher A will be responsible for teaching music to her students and to teacher B's children, and teacher B will assist her. However, teacher B is better in art; therefore, she will teach art to the children of both teachers A and B. By the two teachers working together, each teacher has an opportunity to improve in the area in which she feels she is less adequate. This approach is a different concept than just exchanging students, because both teachers bring knowledge about their individual pupils to the planning session and contribute to the final decision and implementation of the instructional program.

Certainly team teaching encourages a new look at methods, content, and teacher behavior. I would argue that teaching can be a rather lonesome and awesome job, particularly if the teacher is expected to close her classroom door in September and assume all power and responsibility for her students until June. With whom does she consult, advise, and talk regarding her problems and successes? The principal? A supervisor? Occasionally, perhaps. A colleague? Maybe, if they have a mutual coffee break or lunchroom period. Seldom does one find scheduled time for sharing of activities among teachers, yet the process of self-renewal can be very important to the teacher who is called upon constantly to give of her energy, time, patience, love, and knowledge. Surely, today's teacher needs not only the stimulation of classroom interaction but also the experience of dialogue with one's colleagues. In a traditional organization pattern this type of stimulus, if present al all, is only accidental.

A well organized, functional team approach to instruction may be one of the best facets of inservice education available. There are educators who teach forty years and never have an opportunity to observe their colleagues next door or across the hall. It may be that teacher down the hall has an excellent way of teaching decimals or beginning consonant sounds, yet if that information is ever shared with others, it too is usually accidental.

An opportunity for teachers to grow through a collaborative process can be provided in the team concept. Thousands of dollars are spent in the name of "inservice education" designed to bring teachers together to hear lectures on limitations of the lecture method in instruction. Of course, there may be inservice programs in which it is necessary and worthwhile to bring teachers together in large groups, but surely too much professional growth has depended upon a one-to-mass relationship with little emphasis upon the daily sharing of experiences.

Supporters of team teaching argue that the process encourages better evaluation since several teachers are asked to give their individual judgments on teaching effectiveness as well as pupil achievement and growth. I contend that teachers evaluate student performance differently and that some students perform differently for some teachers. Some teachers, often unconsciously, may be led to evaluate in terms of factors such as penmanship, neatness, student-teacher rapport, and cultural differences. Having more than one teacher participate in evaluating the child's performance and structuring his subsequent experiences may result in more rational decision-making. Also, having teachers evaluate each other in a spirit of cooperation offers opportunity for self-improvement; and the actual participation in such an evaluation process can be a meaningful and enriching experience for career teachers.

Arguments Against

The greatest problem in the team approach emerges from poor interpersonal relationships. Most of the literature reports that this problem is an uppermost concern; yet an important role of the teacher is to assist boys and girls in learning to work and to live together.

A concern of team teaching also involves teacher morale, because in team teaching, differentiated staff duties may be required. Some plans call for a hierarchy with a senior teacher, master teacher, interns, aides, etc. In other types of plans, leadership functions are rotated among team members; and some of these plans include pay differentials according to the duties assigned.

Another problem of teaming is related to the teaching team's ability to diagnose and evaluate strengths and weaknesses of students and to implement effective teaching plans. However, little improvement can be expected until utilization is made of resources already available to assist in the storage and retrieval of data.

It seems it would be logical to spend some of the money now spent for testing on ways to utilize more effectively data that are already available. There is some evidence that teams do make better use of test data simply because they can share in the task of storing and retrieving data; also, they normally have aides to assist them with such tasks.

Effective utilization of auxiliary personnel by professional staff members is also sometimes a problem. Today's typical teacher has not been trained or prepared to work with and supervise other adults.

Scheduling of various activities and students poses problems. Staff members may lack scheduling skills; desirable space allocations are also often difficult to obtain. A clerical aide should be trained to attend team planning sessions, record plans to be implemented, and then be responsible for scheduling the activities, duplicating, and distributing copies of the plans to all persons involved. Schedules should include assignment of spaces for the various functions. Without this type of coordination, teaming often becomes a situation "teeming" with confusion.

Personal Reflections

Recently I heard a teacher state that team teaching was bringing two or three groups of youngsters together and teaching them in a big group. She continued to remark, "I cannot handle thirty very well; I don't know what I would do with a hundred."

Team teaching is not just large group instruction. In fact, if a team finds itself involved in large group instruction more often than independent study and small group discussions, it should take a close look at itself. This is not to dismiss the use of large group instruction. The large group instructional effort is shared by the members of the team and is employed primarily to motivate--an extremely important aspect of education.

For some activities, twenty students may be too many, and for other activities one-hundred fifty may be permissible. For example, if the schedule calls for a resource speaker or a test for all students, does the size of the group really make a difference? However, if you are trying to establish rapport, initiate discussion, and secure real involvement, fifteen students may be too many. Multi-sized groups involve a problem of logistics. If there are some activities that can be performed in a large group (twenty-five or more students), then logistically, by including those activities parallel to some small group activities (seven to fifteen students) it is possible to have small group activities. The traditional organizational pattern has not facilitated such groupings.

There is a need for supplementary instruction designed to follow the large group effort. Follow-up activities often may be conducted in groups of average size. These methods require the teaching of specific content areas and skills.

Along with the needs for large group instruction and follow-up instruction is the necessity for independent study. For some youngsters the classroom structure retards their learning since they could progress at faster rates. It is also believed that independent study can assist all youngsters in becoming more self-directive and responsible for their learning. How many classrooms today are filled with youngsters who perform only because there is someone there to make them? If we are interested in both process and product, we can easily see that the idea of helping a child become excited about and responsible for his learning is building in that child the inclination to direct his own education for a lifetime of learning.

Teaming provides opportunities for youngsters to participate in small group discussions and become involved in issues of significance to them. Often this involvement is not provided for students. The first grader who came home and told his mother that he did not want to go back to school because he could not read and the teacher would not let him talk, had a message for today's educator!

Dr. Lloyd Trump has suggested that as a teacher plans instructional activities he should ask himself the following questions: What can this student learn largely by himself? What must the youngster learn from the teacher? What must he learn through interaction with others and from the stimulation of his peers? As these questions are answered, the role of large group instruction, small group instruction, discussions, independent study, and various sizes of instructional groups emerge.

Is team teaching for me? For my school? Can a team approach to instruction, assuming adequate training and resources are available, facilitate working with differences of both students and teachers instead of against those differences? If so, it certainly deserves every educator's sincere consideration.

CHAPTER X

METHODS AND MEDIA INNOVATIONS IN AN INTEGRATING SCHOOL DISTRICT: AN ACTION REPORT

J. Bryant Smith, Jr.

Before I give you a detailed description of some of the innovations carried out in our school district, you will be interested in the background of the changes we have made. Our school district in Mississippi faced the necessity of desegregation. Some of our problems included the assignment of Negro teachers, parent acceptance, public relations, and, perhaps most important, a wide range of achievement, cultural backgrounds, and socio-economic levels of our school age children.

Our old philosophy had been one of self-contained classrooms, each with about 30 pupils and one teacher. The new philosophy toward which we moved was one of individualized instruction through multi-age assignment of pupils, team teaching, and flexible grouping. Our approach was to emphasize innovative, not integration, to prove that instruction for all children could be upgraded and to prove that the standards of white children would not be lowered because of the presence of Negro children.

Tradition Vs. Individual Needs

In weighing the merits of individualized instruction against the merits of traditional methods, some basic considerations had to be taken into account. Children learn at varying rates. Why do we grade children by a preset formula? Medical doctors give individual prescriptions for the individual needs of individual patients. Should not educational instruction be based upon the individual needs of the student?

Hindrances to individualized instruction included age grouping self-contained classrooms, the cellular structure of existing classrooms--all with walls, a shortage of instructional equipment and materials, teacher attitudes, teacher training institution structures, the attitudes of administrators, school board reluctance, and public relations including administrators' and teachers' fears of negative public reaction.

Despite these hindrances, we became convinced that individualized instruction through team teaching would better meet the needs of individual children, that it would create greater self assurance on the part of the pupils, and that it would bring joy to learning in our school system.

We found the following to be some of the characteristics necessary for teachers and other personnel:

1. A dedication to teaching and education.
2. A willingness to change.
3. Courage.
4. A thick skin and perseverance.
5. A professional attitude.
6. An open minded spirit.
7. An understanding of human nature.
8. Knowledge of educational psychology.
9. Empathy--the understanding of the other person, his problems, culture, and attitudes.
10. Patience.
11. A willingness to let every child succeed at something, to praise a lot, and to be cautious with criticism.
12. A willingness to recognize worth in every child irrespective of race, background, etc.
13. The capacity not to worry about discipline but to concentrate on keeping children busy working at their own level.

Changes Brought By Innovation

One of the changes we found occuring as a result of our new methods was the building of a new educational vocabulary. Among the terms which came to have meaning for us were individualized instruction, non-graded schools, continuous progress, multiple progress, multi-grouping, flexible scheduling, modular scheduling, flexible grouping, independent study, large group instruction, small group instruction, paraprofessionals, and back-to-back teaching.

Other changes occured in relation to curriculum and instructional materials. More instructional materials were needed. The emphasis on individualized learning creates a need for more multimedia materials. In the past we may have placed too much emphasis on curriculum and instructional materials for the disadvantaged. We must think in terms of designing curriculum and instruction to meet the needs of all children and of each individual child.

The task before us was not an easy one. We had to work toward eliminating our own prejudice. We had to accept each child for his own worth, to treat all with equal respect. We were challenged to motivate, to mold, and to influence each child at important stages during his life. We had to work together professionally. We could not guarantee success but we could try to guarantee to each person the opportunity to succeed. We were faced with the necessity of becoming effective agents for public relations.

The Stage Is Set

Out of and because of the background which I have outlined, a totally new program of instruction was instituted in the New Albany (Mississippi) elementary schools in the fall of 1968. Patterned after several of the more innovative elementary schools in the nation, this project is unique in that it is designed to improve the quality of instruction for every child while providing public acceptance for and a smooth transition to complete desegregation.

To meet the diverse differences of children, the instructional program was changed to provide for continuous progress without the traditional considerations for only age and grade level grouping. Team planning facilitates organization for individualized attention.

Purposeful Tradition-Breaking

In our traditional, self-contained classrooms we were not meeting the needs of all children. We succeeded in meeting the needs of the "average" pupil, but failed in helping the slow starter and the academically talented pupil reach full potential. We found there is little provision for meeting individual needs when thirty five children are assigned to one teacher all day.

Our new program was, therefore, designed to break this "lock-step" and take advantage of the various abilities, cultural backgrounds, socio-economic levels and prior achievement of the children. Teachers now plan and work in teams to utilize the strengths of each, and to facilitate small and large group instruction. Children are grouped so they may learn and progress at their own rate.

The Staff

The total elementary staff and pupil enrollment is involved in the continuous progress, team teaching project. Included are the principals of Central and Mattie Thompson Elementary Schools, 35 teachers, two librarians, and specialists in the areas of physical education, art, music, and speech therapy. There are seven paraprofessionals and about twenty practice teachers. The elementary enrollment is 875 pupils.

The instructional staff was involved in project planning beginning with an area conference on educational innovation financed by Title III of Public Law 89-10 and the Institute for Development of Educational Activities. Teachers, principals, and the board of education toured I D E A demonstration schools. Preparation also included pre-service and in-service training.

This project is financed by a federal grant under Title IV, Section 405 of Public Law 88-325. Additional resources include consultant help from teachers and administrators in the District 65 Laboratory School, Evanston, Illinois, other significant elementary schools, and Dr. Roscoe Boyer, an educational psychologist at the University of Mississippi. Dr. Ann Grooms, Cincinnati, Ohio, serves as coordinator of consultants.

Teachers Get Ready

As the first phase of teacher preparation, prior to the opening day of school, a three week workshop was held for all school personnel. Extensive work was done, particularly during the first week, in the field of human relations and social cohesiveness. Techniques of group processes were utilized in an effort to assist teachers of different races to work cooperatively. Team planning sessions involved scheduling, grouping of children, and preparation of teaching materials.

The last two weeks were directed to a laboratory situation working with a desegregated group of about 100 children ages six through eight.

In the second step of teacher preparation, consultants from various innovative schools observed the teachers in the classroom in monthly in-service training which included critique sessions and additional work in upgrading curriculum materials.

The third phase of teacher preparation was an exchange of faculty with the District 65 Laboratory School. About 50 percent of the teachers worked one week in Evanston.

Meeting Individual Needs

The total instructional program is designed to better meet the needs of every child, especially in view of the diverse racial, economic, and cultural backgrounds.

These needs are being met by flexible grouping which enables teachers to devote more time to small groups and individual children, by flexible and skilled team teaching, by use of specialists who enrich the program, by use of modern teaching tools, and by some research into the childrens' learning methods and learning problems.

To meet each child's needs, emphasis for the teachers is on planning and preparation, on utilizing their major skills, and on developing new skills.

Each team has five teachers, one aide and about 125 pupils. There are four teams at Central Elementary School, including two each at the primary and intermediate levels. At Mattie Thompson Elementary School, there are two primary teams and one intermediate team. The four specialists accentuate the program by both direct and indirect work with the pupils.

The team approach enables three teachers to work with small groups of five to ten pupils each while a fourth teacher shows a film to 50 other pupils. The fifth teacher may work with an individual or aid several pupils as they work on individual projects. Others may be involved in art, music, etc. Such an approach utilizes the individual strengths of teachers.

For example, in social studies, one teacher works with a large group on the social customs of India, another teacher can work with a few children on a comparison of changes in living habit in that country over a half century span, and a third teacher works with another small group on another aspect of the study of India. The two remaining teachers may work with those individuals who are ready for a more sophisticated approach to the study of India.

Planning is the most important ingredient in the team teaching program. Members of each team do their planning and preparation together, meeting at least one hour each school day, plus during lunch or after school.

Teacher aides assist the teams with such routine duties as attendance, typing, running mimeographs, correcting papers and drill. All teams have student teachers working with them.

Another very important advantage of the team approach is the promotion of better human relations understanding through constant contact among teachers on each item.

Grouping for Continuous Progress

The grouping of children is not the traditional age or grade level procedure (for example, six-year-olds in the first grade, seven-year-olds in second grade, etc.). Instead, a continuous progress or nongraded approach is taken in most subject areas.

Generally, there are three grade levels of children in each of the seven teams, whether they be primary or intermediate. But there are exceptions. The primary teams consist of children normally in the six-to-eight year range, but there are some nine years old. The intermediate teams are generally in the nine-to-eleven year range but of necessity there are some eight years old and others twelve years old.

Grouping youngsters for continuous progress allows numerous considerations. They include emotional maturity, social maturity, self concept, physical growth, sex, chronological age, interests, rate of learning, behavioral clues, and socio-economic background.

Continuous progress gives children the opportunity to advance in each subject as rapidly as they are able to. By working in a team, once they have mastered one area, they can move forward to another area. Within the team, children are grouped according to achievement. These groups are flexible and constantly changing in every subject area therefore, children are encouraged to learn, to achieve, and to move forward, but always at the rate of speed best for them.

The Learning Tools

A wide variety of mechanical teaching tools is used in the two schools. Each classroom has a television for hookup with a nearby commercial station for daily ETV programming in science, art, music, and oral language. Each school is also equipped with an adequate number of overhead projectors, slide and film projectors, record players, and film strip viewers. Each classroom is equipped with individual learning packages developed by commercial companies or teams of teachers, programmed tests and individual prescription materials, and teaching-learning machines for use in many subject areas. Each school also has a growing materials center with a full-time librarian. Listening stations, tapes, and other electronic equipment are on order to further provide for individual study.

The Housing

For the most part, the New Albany project is carried out within conventional educational facilities. The Central school was constructed in 1936, with an addition and renovation in 1967. The Mattie Thompson school was built in 1961. An addition in 1968 provides the first "school without walls" concept, though some classrooms in the old buildings are connected by doorways.

Because of the conventional facilities, teachers and pupils have had to create an attitude of openness. Every available space within each school is used regularly. The double-loaded corridors, for example, have become a regular part of the classroom. Partially carpeted areas in the corridors are in use; likewise, the lunchrooms and auditoriums.

Teacher Involvement

The teachers in the two elementary schools became involved in the development of the project beginning with the Northeast Mississippi Conference on Educational Innovation in the 1967-68 school year. Following the conference, they traveled to several of the nation's top elementary schools to view innovations such as continuous progress, team teaching, and individually prescribed instruction in practice.

The New Albany Education Association conducted several programs and panel discussions on educational change. The elementary teachers later unofficially voted to recommend a change in the instructional pattern within their schools. The teachers have had control of the program content and grouping procedures under the leadership of principals. They have developed the instructional package for the local situation and continue to work constantly on evaluation and redevelopment of program and materials.

The Evaluation

Dr. Roscoe Boyer, an educational psychologist in the University of Mississippi School of Education, is evaluating various aspects of the program. Random tests to date (reading inventory) indicate children were reading at the end of December, 1968, on a level comparable to that expected of children in early spring, 1969, in conventional Mississippi schools.

An Invitation

Visitors in the New Albany elementary schools are welcome by appointment. Visits will include a discussion of the system's background and educational philosophy, a slide presentation, a tour of the schools, and an opportunity to observe classroom procedures.

Outside requests for visits should be directed to Mr. James Bryson, Director of Instruction, New Albany Municipal Separate School District, New Albany, Mississippi 38652. The telephone is area code 601, 534-6331.

And a Challenge

In conclusion, may I point out we are not segregationists and not integrationists, but educationists, dedicated to teaching and helping all children. We must make democracy work. Americans must learn to live with one another or our great country can't continue to exist. If you and I fail as teachers and educators-who will take our place-who will meet the challenge and succeed?

RESPONESES TO THE PRESENTATIONS OF
DR. BARRY, MR. CANADY, AND MR. BRYANT SMITH

Some significant points made by the panel of consultants in response to discussion questions

MR. BRYANT SMITH: ...Some...might misunderstand...when we talk about individualized instruction...Many misunderstood right in the beginning what we meant by non-graded schools. They thought this was a school where we wouldn't evaluate children and...let them know how they were progressing...We didn't mean that at all...Our individualized program...is one where children are working at their own level and rate on things they can do, and make progress in...we still believe in testing in our school...we have been giving and will continue to give the standard achievement and we pre-tested and post tested...I would agree that just because something is new doesn't make it better than the old but...in our situation we could not have accomplished what we did in the old way...our test results showed this...by team teaching and by individualizing instruction...we slightly improved on an overall basis the education of our white children...we proved that we had been wrong in assuming in the past ...that if we put black children and white children together we would downgrade the...education for white children...the quality of teaching in our black schools has not been as good as in the white school because our black teachers have not had the opportunity in the South...yet, you've got to bear in mind that these test results were comparing this year...the services of the same black people... now working on teams...the black children's achievement was considerable...We have improved the education of the black children in our school district a great deal...

Now as to the advantages of what we did...the average daily attendance...in the fully integrated school was 98 percent...why?...they were presented lessons and materials at their own level...they could do things...they were motivated...there was freedom for them to learn...we were literally afraid to death that we were going to have a lot of discipline problems...all the things you would expect in a southern community as the result of integration for the first time ...we did not have a single major discipline problem in our schools this year...all the teachers...were ananimous... that there was a... greater enrichment on the part of the gifted pupils...they were able to go further and beyond what they had been able to do in the self-contained rooms...there was much better achievemtnt also for the slow learner...before they had not been motivated...now the work was at their level...we had no failures...if you take a child where he is in, say, arithmetic or language arts, and let him move along as fast as he can possibly move depending upon his background and his ability, how can you fail him?...I submit to you that he cannot fail ...therefore, we had no negative sense of failure on the part of the children and this created a greater self-reliance, more self-assurance and more self-confidence on the part of the children...even the slowest starters or the slower learners assumed as the year progressed more responsibility for their own learning...they were learning at their own rate...the last point that I would say about our program is that it has successfully integrated our schools. This is why we went into it in the first place although...it would have been better had we gone into this for some other reason and done it years ago, based on my opinion at this time having gone through it now one year...if I were to leave New Albany tomorrow... This program would continue...because our people are dedicated to it...

DR. GUINES: ...Just one thing, coming out of the discussion period ...might have left us with a misconception...I attended an all Negro college...this is a very difficult problem to get many Negro administrators to understand that they can have good colleges and not necessarily...always have white bodies in that college. The schools were branded as inferior mainly because many of the black children were poor and there were more poor black children in that school because there were only black children in that school...I still have many white superintendents with whom I work who...are hiring good teachers although those teachers may still be coming from Bluefield State College...they are not inferior schools, they never were...

MR. BRYANT SMITH: ...Can any community write similar programs for such funds...and how can the average teacher become aware of these funds and institutes?...There is under Title III, under ESEA, money available for these kinds of innovational programs in most states, with the control now in the state department of education...there's a state committee in charge of this...

DR. BARRY: I'd like to comment a bit on that...In the planning of Title IV...institutes...it has been part of the design to involve numbers of superintendents who are interested in this kind of planning...it is my opinion that you have to have the kind of leadership on the part of the superintendent that you have seen in Bryant Smith...Also, the federal government...has been giving considerable funds to local school districts and to state departments of education, especially ESEA. There are also programs coming out of vocational education, and other federal programs...if superintendents can coordinate these efforts...funds may be brought to bear to bring about these innovations...the vocational education act...program is expanding considerably and this is a more stable program than the ESEA program or the type programs that we have been discussing here. There are funds available and I submit...that it is possible to do a lot of these things without money being the prime factor...

MR. BRYANT SMITH: ...Let me turn to some of your other questions. Please comment on the noise factor in relation to learning in the classroom...we've all been concerned...through the years that we'd have to have walls so that we could contain noise, and I used to think this, but I don't any more...we had walls in most of our buildings...In one classroom that might be twenty-four by thirty-six feet,...We might have in that room five learning centers, with five learning activities going on at the same time. There might be three in the next room or there might be five...the ideal school would be a school where you had no walls but you had folding partitions...we moved into a new wing without any walls but with folding partitions, in January. Teachers...there...reported to me that they had pulled the folding wall three times between the time they moved in January and May....

Next, what did you do with team teachers who disagreed with methods used in the New Albany program?...maybe we were lucky...we had... studied this the year prior to initiating it...as far as the basic organization for what we were going to do, all of our teachers were in complete agreement. Now as far as the details and the nitty gritty they argue and they compromise...but by and large our teachers were in agreement...

Next question, elaborate on the difference between culturally disadvantaged materials and materials for individualized instruction... we...spend too much time trying to learn about materials for the disadvantaged...we should have been concentrating...on materials for teaching children at whatever level they were...our emphasis has ...been on trying to find material to teach individual children where they are, and we have ordered a good number of multi-media materials, library books and this kind of thing...We haven't thought in terms of teaching disadvantaged children, but...in terms that we were just teaching children with special needs...

How can you blend an innovative individualized approach into the old traditional type building with little or no money? Where there is a will there's a way...when a group of teachers become dedicated and your school board becomes dedicated to you trying this thing, you can generally find a way...when you have rooms where there are walls the children in going from one learning activity to another just simply have to go out into the hallway and then come back in tho other door like they do in our schools when they change classes ...we tried to solve this by putting learning centers in the corridors...our corridors fortunately were wide enough to, so...we had learning centers out in the corridors in some places and around corners and up in corners...

What were the points used in selecting a teaching team?...I don't know if I can recall all of these. There were sixteen on the list ...prepared and duplicated by the teachers. They did this themselves during the first week of the preservice. I do recall a few ...age was one, race was one, experience outside the system was one, experience in the system...Experience as a "crossover" teacher, in other words, what schools you had taught in...social compatibility... Attitude...they divide themselves up into teams, and I would have to say it worked. How are the teams evaluated now? Three ways... the principals...evaluate them,...the teams...evaluate each other... Then we used a committee of professors from the University of Mississippi...they came and...filled out a check list after visiting the teams for one full day...

What is the principal's role in a team teaching situation? The principal's role changes...in a team teaching situation the principal becomes a leader of instruction, and this is what they should have been doing all along...this is not what I did when I was a principal...I decided when the bells were going to ring and the activity program...in a situation like this...the things that a principal traditionally does...go into the domain of the teacher's responsibility where it ought to be...this frees the principal for two important things...First, public relations, communicating with parents and press...and secondly, to be the leader of the instruction and to meet with the teams during their planning sessions to talk over their instructional problems...this is a changing role for principals, and there was a real principal shock...we made one mistake...in our preservice we concentrated on teachers...but we planned nothing for the administrators. The principals were lost... we plan during our preservice this year to spend a lot of time with principals...

Have these team teaching programs existed long enough for an adequate evaluation...to have been made?...I think the evidence of the failure of our traditional patterns is upon us...the traditional pattern...was designed at a time for which it met needs...we are responding now to a new world...there is little doubt in the minds of most educators that this is a trend that is filling our needs... to me the core of the whole thing is individualized instruction and I think you can do that in a number of ways; that's the focus, not team teaching...necessarily...

How can innovations described this morning be used in a high school? ...our middle school is the 6, 7, 8...we plan to set up three-level teams there rather than multi-age group; we are going to assign children there by ages...the 6th grade children will be assigned to a team, the 7th grade to a team, the 8th grade to a team...5 teachers 125 kids...plus...special teachers in guidance...homemaking, industrial arts, music...in high school we are going slowly...we... have a computer...we have set up a flexible schedule...A child would have a different schedule each day...we plan to team teach in our high school by assigning teachers together back-to-back...we will team in social studies and in English for example...some teaming in math and science...In World History and English II we've given them 4 teachers--2 English teachers and 2 social studies teachers...to individualize...instruction and use any grouping procedure they want...

I'd just like to share a hunch with you...I have a hunch that as we begin to change patterns in high school we are going to become more and more career-oriented...expecially in programs like the dropout program...There are two things we plan to do in the high school... we are planning to...operate a kindergarten in our high school...get about 12 preschool children to come...with an area out behind... homemaking...fenced off with a playground, we hope to be able to give the girls...on the job experience with child care and with food preparation...then in the building trades phase of our shop program... we're going to build a house and then sell it...we aren't going to try to make any money off it. But if we make a little bit it won't hurt.

Isn't team teaching really turn teaching? No, in our situation it is not. We have a school system not too far from us that says they are team teaching..in the elementary grades--and all they have is a little high school...the 1st, 2nd, 3rd, 4th children set up by ages ...I'll teach all the writing you teach all the spelling...that's not team teaching...

The final question I have is, have you really integrated or are you just using team teaching as an evasive device?...what we are doing ...is fully and completely integrated...each of the black teachers on the team is a full-fledged member of that team...expected to do what the other teachers are doing...they are accepted...by fellow teachers and the kids, and now by the parents.

MR. CASSELL, Pocahontas County Superintendent, one of the discussion reporters, listed the following actions several discussion groups suggested should be taken in West Virginia public schools, in connection with the topic under discussion:

1. Re-educate school administrators...encourage them to make ...studies and consider a school organization in which a more individualized approach is used.

2. More in-service programs.

3. The state department could be more flexible and...conduct ...seminars for administrators.

4. Better communications are needed to develop teacher awareness of the what, why, and where about methods and materials.

5. Vote to get a...school building authority so that West Virginia children aren't...disadvantaged by attending delapidated buildings.

6. Vote to involve industry...sponsors of education rather than absentee exploiters.

7. More men should be encouraged to teach elementary school.

8. Teacher exchange programs should be encouraged.

9. Local educational leaders should initiate the needed funding for the study of innovative ideas.

10. There...needs to be a better dissemination of information ...concerning...workshop and institutes...to the teachers by means other than by the county office.

11. More opportunity for institutes such as this and more state level programs.

DR. CARMICHAEL: It's amazing how you find yourself very much in agreement on certain points and at the same time...in disagreement with certain points. For example, I agree with the point that we make too much of passing or failing...I don't know how we...could ever undertake the task when we assumed before we started that we were going to produce a product we had to call a failure...who ever ran a business that way?...We cannot undertake production of something and assume before we start that we're going to fail 5 percent of them. That's what we've asked you to do...I agree on that, but I have strong reservations with regard to team teaching. I've relived team teaching. It has a tremendous power if it is done properly. My prediction is we can't do it under the present conditions ...we don't have anything in the system to sustain team teaching... We've got to build into the education structure the power to sustain the change in innovation...

DR. BARRY: ...I hope that out of this institute we can follow up on some of these ideas and explore the possibilities of improving our educational system in spite of the problems which Dr. Carmichael has referred to...it behooves all of us to do something about this lack of organization in our establishment.

CHAPTER XI

INNOVATIONS IN EDUCATION

Dr. Benjamin Carmichael

The experience of feeling some success at guiding education through some of the most difficult steps, of solving its problems in relation to how it treats people, and in this case little people, people in schools, is probably the most satisfying kind of experience that a person could have, and probably something that he will probably never forget. I will address some of my remarks to that, and then try to make a transition to the topic assigned me, "Innovations In Education." In the process, I will be stretching my own imagination, and I hope to some extent yours, as we look at education particularly in our Appalachian region but also on a national level.

The Situation in West Virginia

When we discuss in West Virginia the processes of desegregation of schools, we really are not dealing with the same question that we were dealing with six and eight years ago. There are places that are dealing with some of the older kinds of desegregation concerns. I spent some time in the deeper South during the winter, and I found some of the older kinds of problems and questions existing. But those are not the kinds of problems and questions that we have in our area. Here, the physical desegregation has been accomplished.

The real question for us is the integration or, really, the inclusion of all children in an appropriate teaching environment and process in our public schools. It matters not whether that child is black or whether that child is of some other nationality. Place the greatest emphasis on whether or not he is a deprived child.

You and I must realize in our region that almost as a region, we have some of the markings of being in the minority group. We, almost as a region, have some of the markings of being deprived, of having some of the kinds of problems that the rest of the nation thinks that it has solved. We are not sure in which direction solutions lie at this time. Our problem is to look at our children and to develop the kind of education that is appropriate for them, regardless of the color of skin, regardless of nationality or ethnic group, or what have you. They are our children; they are to be educated.

Education for a Dynamic Democracy

Quite often in the work that I am engaged in we get the question on the table as to who is going to decide which way education ought to move in Appalachia. Do we mean that we are going to destroy our patterns of speech, or some of our folk ways or some of our customs or patterns? That is a very easy question to get raised, as you and I well know. But that question has no real significance to me. I have very little concern for it. It is not mine to try to teach a particular value or a particular direction or to influence children in education in some particular direction or way.

My concern, and something to which I devote all of my energies, is providing our youth with sufficient education so that they can make critical decisions, which influence their lives, and can make them over the next fifty years. This is our problem!

You can, often, argue the old question of federal aid to education. Federal aid has been associated a great deal with the movements towards desegregation, as funds have been withheld or threats have been made. And, of course, it resolves itself in the question of where the control is going to be.

I developed a rather simple answer for it several years ago, as I worked with rural children and rural school districts outside of the district of Chattanooga. Let me tell you, there is no greater control exercised over people than the absence of quality education; and there is probably no greater control exercised over any people than our people in this region, as a result of the lack of knowledge to cope with the kinds of political decisions and problems which we encounter in our region.

This is my great concern for our children and region. And I think, this is the kind of thing that we have got to be concerned with in the profession of education for our children. To you and to me, it is really a question of whether or not we have been educating children, over these many years, with our public schools or through our public schools, so that they reflect sufficiently, use their mental capacity, use the power to reason with regard to the problems of accepting the premises of our democracy.

We in the teaching profession should never have had this question or issue raised with us, because the very nature of our teaching over these years, if it had been what we have claimed it to be, should have established the basis on which desegregation would have been successful. How could we teach Social Studies, for example, for one hundred years and apparently have little effect upon the nature of the adults as we have observed it through the region? I want our children, tomorrow, to be able to behave or to perform objectively, democratically, and with understanding--to express those kinds of attitudes which are free of prejudice and vice.

West Virginia, as a state, has had some thirteen years in which it has faced this problem quite well, and, I think, dealt with it exceedingly well. Negro and white relationships are freer, they are easier, they are more spontaneous in this area than they are in Mississippi, say, or than they are in South Carolina. I see great evidence that people are accepted for their worth and dignity, regardless of color, regardless of ethnic group. That can be continued, can be improved if we emphasize, in our teaching, that this is supreme.

Integration and Innovations in Education

When we consider the topic, "Innovations In Education," in the light of the ideas that I have been talking about, you will recognize that what I have been saying is nothing that you and I haven't considered as being good education for all the number of years that we have been staying and preparing and performing in this profession. We now have the opportunity, in the management of direct problems of our minority groups, to install or to initiate kinds of practices that we probably would not have been able to have introduced otherwise.

For example, the use of team teaching and non-graded teaching sequences and processes is a much more natural setting for teachers to learn from each other, and to understand each other, than the conventional approach to teaching. This is not necessarily different only where there are teachers of both races involved. The same will work or the same is true if teachers are of the same race.

If one of our great concerns is really to understand other teachers, and if one of our great concerns is really to provide a better instructional system, that kind of setting provides a better opportunity for creative work between and among teachers than is provided with one teacher closed up in a room down the hall. Too often, when a teacher is shut up in a self-contained classroom, no one even knows what is happening and therefore no one could ever understand the kinds of problems that she faces or the kinds of problems that she might create for children.

Innovations Or Basic Change?

However, in looking at "Innovations In Education," I have got to be honest with you. One who looks at innovations and change in education today, honestly, finds himself in a real dilemma. How do you define "innovation"? I think, perhaps, Bola of Ohio State University provides about the best definition when he says that, "an innovation is a concept, an attitude having to do with the accompanying skills or any combination of these which is introduced to an individual, to a group, an institution, or a culture, that has not previously incorporated it."

Now, does that mean that changes have to accompany innovations? It implies it strongly, but it does not say that it does; it is just to define the innovation. What I would say, you see, is that if we just talk about innovations as such, it is rather fruitless, because it's just a kind of academic discussion. Are you willing to tie to that the concept of change? Are you really interested in relating change to noted innovations?

We could have a real "gadfast" about innovations, you see, but then if you will take the step with me toward basic change in education, we will find ourselves probably on different talking grounds. Samuel Salvo, writing for the Institute for the Development of Educational Activities,known as I D E A to you and to me, recently said that, "enthusiasm for a change is much greater than the evidence of it." Then, he quoted a person who had done some research work for them, and the little quote that he used was that "change had moved from a crawl to a walk." The particular publication, and I am carrying a copy of it, went on to report on a survey of the amount of change that is really occuring in education, and it is very, very little.

Most of us have lived through most of the cycles of activities that are being introduced now. They ran through fifteen and twenty years ago and we see some of them coming through again. But, when we really look honestly at the situation, I have often taken the position, or I think I will take it with you for the sake of good argument at least, there has been no basic change in education in the last fifty years, outside of the development of a new curriculum in mathematics and in sciences.

For the last fifty years, we just haven't had much real change in education. As a matter of fact, we don't have much of it today when you get at the real essence and the processes that are involved. You can encounter some change where there is team teaching, or where there are non-graded practices, and you could go on and list several kinds of things that you and I might classify as innovations or changes. But I am not talking about an isolated case of a team teaching program, or about isolated non-graded programs. I am talking about a process of major change in our profession that can carry us through to a sufficient and significant implementation.

Why Schools Don't Really Change

The kind of structure and operation that you and I are working in, in schools, will not permit the sustainment of the kinds of innovation and change that is necessary to serve boys and girls today. At least I will take this position with you, in trying to analyze this question. If I speak otherwise, you will classify me as the confident educator that can speak of an innovation and move on and so on. I read such educators everyday and I listen to them often; I am not that confident!

I can't see the move in education the way that many will try to present it to us. From my point of view, when I look at it honestly and squarely, the move in education isn't there because of several crucial reasons.

First, practically every innovation or change that is being introduced depends upon the personal performance of a teacher. Most of the innovations that are brought to you and to me are "half baked." We've got to do two-thirds of the research on them, collect the data, implement them, study them and tell people whether or not they work. And, I would take the position that you and I, in teaching positions, don't have that skill; we don't have that time; we don't have those kinds of resources; and yet, we have depended upon this process for these many years to initiate a basic change in education.

We are expecting teachers to do the impossible. We give glib, general directions about team teaching and expect it to function. It is more complicated, more demanding, than the administration of medicine or the practice of law or the use of any other profession, and yet we treat it lightly as if anyone and everyone can do it.

Secondly, most innovations and proposed changes require immediate, large increases in expenditures, and when they do, for the most part, we might as well forget them. There is no history to indicate that we are going to get immediate, large increases, with the help of the Federal Government or not.

I was trying to work through a new media delivery system for a seven-school-district area the other day. When the first proposal indicated that such a system would require an additional $11.00 per pupil expenditure, I said, "forget it." If we can't develop the product within a more reasonable range and if we can't find more ways to put the educational process together, so that we still are not making that immediate increase in the cost of education, we don't have a chance and I am not going to spend my time with it.

We are spending time, in so many instances, dreaming up a tremendous number of things that don't have a chance in the world of being implemented. And, I think we have got to be more honest with ourselves than this in the field of education.

A third pattern of the innovations that you and I encounter are that they are practically all in the classification which we might call innovative invention. They concern themselves not with the structure or focus of change. Everybody is producing a new book, or a new program text, or an IPI and on and on and on-instruction inventions. I am not being critical of the quality, understand. But hardly anyone is doing anything with the structure within which it has got to be implemented.

We are still a self-contained classroom system, an individual school responsible for the total instruction of the children in it, or a self-contained and closed school district, responsible for all of the sources to provide education in that district. My contention is that it can't be done!

I can take you to school district after school district in this region, and if you believe that they are ever going to have the resources to introduce anything that is of any significant diference, you are kidding yourself. I can take you to school districts that still have not been able to adopt modern mathematics because there is no one there that can lead teachers and help teachers develop it. Yet modern math was the best developed area that we have ever experienced!

If you and I are going on believing that we will not offer physics in the 75 or 125-pupil high school, until we get a certified teacher and 15 children in the classroom, we are never going to offer physics. And yet, we are tied in a structure institutionalized to the point that we can't condider any other way of providing physics to give a group of students. I could go on and name all kinds of courses, as you know,

The Necessity of Changing the Process of Education

We are, as I see it, depending upon a process for innovation and change in our schools, which is dependent upon the local school for the development of it, the understanding of it, and the implementation of it. It is the "grass-root" approach that you and I have considered to be so great. It isn't great, as I can see it. We are "grass-roots" oriented and so we drag every teacher through the processes. We have after school workshops, Saturday morning workshops, and a six week summer workshop in which each teacher must become an expert in this or an expert in that. No one could appreciate the time better than I, that the teachers devote to it with sincerity, but the point I would make is that all this is like taking a B-B gun to go bear hunting.

We are dealing with something more demanding than that and, as I see it, this approach can never possibly produce the kind of innovation and change that is necessary to provide quality education. It isn't surprising to me that reports would indicate that more change is taking place in schools that spend less than the national average per pupil, than in those thet spend more than that, and that practices such as team teaching are to be found in less than one out of twenty of the schools across the nation.

I know we are making the effort, but it seems to be that we are placing it in the wrong direction. We have one hundred years of experience to indicate it. We have got to move the process of education, to change the process of education. The best example I could possibly use, I suppose, was to refer to our method during World War II, of trying to develop a faster fighter plane. Do you know what we were trying to do? Why, make the old *prop* go faster and faster and faster! That is what we are trying to do in education. For the plane, the key was jet propulsion, not just "greasing the track," so to speak, or "souping up the kind of thing we are already doing." Although you and I have greater difficulty in doing it in education through this region, we can't point just crawl in the same direction or follow the same "rut."

You well may ask, "How does this relate to our topics of dealing with education, or with interethnic groups, or problems of privileges or the problems of desegregation and so forth?" I would take us back to the premises that the right kind of education, the ability, really, to prepare children for tomorrow's world, has been the key and will be the key to how people behave, what their points of view will be, and what their values will be down the road.

But let me be more specific and illustrate what I am saying by referring to the approach our Appalachia Educational Laboratory is taking. I could probably illustrate it best with the early childhood education program.

Cooperative Innovations

First, let me explain that the laboratory thrust is toward what we call cooperative education. It is aimed toward trying to develop a new teaching process which would engage several school districts in establishing, through media technology and mobile facilities, the means of moving instruction to people as opposed to trying to move all people to instruction. It is a means by which we would attempt to use the kinds of experienced resources that are necessary in teaching, as opposed to depending upon every teacher, for the most part, claiming to be capable of meeting the needs of all children in all areas. It is a means by which you might develop a mathematics course in which ten minutes of that course is brought to that class or to that school through the use of media and a $25,000.00 a year teacher, as opposed to expecting the teacher to start from the beginning and to provide the instruction.

I could elaborate upon that in many, many ways. It is an attempt, through the use of media technology and mobile facilities, to put the teacher, in a sense, in the professional chair so that she is not having to stop and devise every kind or piece of instructional material, supply every item of data, relative to a topic, but to make it possible for her, at her finger tips, to get, to grasp, the kinds of things that are necessary in teaching.

An Example in Preschool Education

One example of this cooperative approach is in preschool education. I could, as well, use guidance, or language arts, or other fields. But this one is probably, in contrast to the approach that we ordinarily make, the best example.

We have finished the first year of teaching a preschool education program which provides a daily television lesson into the home, appropriate for children three, four, and five years of age. That is followed by a home visit each week by a paraprofessional, and one group experience each week in a mobile classroom at age three, age four, age five.

This approach to preschool education is particularly fitting for the Appalachian rural isolated region. This is combining the master teacher in preschool education to prepare instructional input.

It goes into the home, where we are greatly concerned about the participation of the parent. It is using a paraprofessional to deliver material, to talk to parents, and to bring "feedback" relative to the program. Finally, it is using a different means of providing experience, that of a mobile classroom which can be moved from crossroads to crossroads, from hollow to hollow, and which can be an excellent teaching environment.

That is an example of a preschool education program on which we have finished the first year of field testing. It is scheduled for three years of such testing, so that we follow three year old children, four year old children, five year old children, all children. Such a program ought to cost, I suppose, for full development, five or six million dollars. I estimate that we will spend a million dollars just to test the parts of it, the program in terms of the world.

Now, what is the significance of this, and how do you apply it to West Virginia and the Appalachian region? You are aware that most of our states do not provide preschool education. Virginia is beginning. Ohio provides it, but not to the rural areas. Pennsylvania provides it, but it is really not in effect in the rural areas. The truth of the matter is that there is not a state in the union that has developed a preschool education program for rural children. It's the kind of thing that the cities get. There is not a state in the union that is even thinking seriously about developing a program for three, four, and five year old children, that it expects to implement.

The pressure in on the states like West Virginia to establish preschool education. The pressure is on, in Tennessee, and in Kentucky, because to have a good school system you ought to have kindergartens. Other states that spend more money have kindergartens.

The pressure is great in West Virginia to establish the conventional kindergarten. The legislature, if it doesn't do something else, will establish them within the next two or three years. If it appropriates sufficient funds to support the kindergarten system for our state, we will work with it ten years to develop a mediocre program that is already obsolete. Yet, this is the pattern that we really follow in most of our educational change and innovation. It is the best and the biggest contrast that I could get. I am not saying that the program that we are developing is a sound program yet, but every indication indicates that it is.

Basic Structural Changes Are Needed

I am only trying to make the point that it seems to me that in an era of innovations in public education, we have got to move ourselves off in directions that break the existing structure and institutionalization of our public schools. I don't believe that it is possible, within the present structure, within the present framework, for us to accomplish the kinds of things that we want to accomplish. For example, I don't think that it is really possible, within the existing structure, to deal adequately with the problems of guidance and counseling of boys and girls.

Do you really believe that counselors are going to furnish adequate services when they have an assignment of one to three hundred children, the optimum? Across our area here, the number of children is closer to five hundred, in every instance. If we really believe that we are going to furnish boys and girls the kind of information that they must have for tomorrow's world, through the dependence upon a counselor sitting and talking, face to face, with every child in school, it isn't going to happen! We must find ourselves a new direction to provide youngsters with some of the educational services and information that we have.

I use guidance, because it is one area in which it can be done. There is no need for us to depend upon the guidance counselor to be a walking encyclopedia with all the information that an encyclopedia can have. It isn't possible to depend presently upon the reproduction of materials and getting them in the hands of children, and their reading them; it will not get the job done.

Educating boys and girls together for living in tomorrow's world is the great need, the great problem and cry. I can acknowledge the innovations and changes that most of us are "dickering" around with, but I will have to be very honest with you and say that I have no great enthusiasm for them. They are good ideas, but the mechanism is not present for their implementation. And I am not willing to continue the old-style innovation cycle. That innovation cycle is one in which an idea is established or you have a good principle, and the teachers all fall around it. Then, you start losing the principle and some of the teachers. You go back and look ten years later and you have got the same old system. We can't continue on that same threadmill!

RESPONSE TO DR. CARMICHAEL'S PRESENTATION

Some significant points made by the panel of consultants in response to discussion questions

DR. CARMICHAEL: ...The first...question, "Can you visualize the introduction of the team approach on a state-wide basis in West Virginia and elsewhere?" My answer...would be yes! That is precisely one of the kinds of things I was talking about...a data system for children on occupation information...is a kind of thing that can operate state-wide as well as it can operate in a community...Or let's say that it's TV instruction to preschool children in a home. One teacher on audio-tapes would supply instruction to all children in the homes in the state of West Virginia each day...at one half the cost of conventional kindergartens.

A second question reads,..."Do I understand you to say that you don't agree with what Dr. Smith is doing in New Albany?"...I'm not familiar with it as I should be...the best answer I could give you would be...that if what he is doing in the final analysis depends upon or rests upon the performance of the individual teacher only, then I disagree with that approach...we've always said and you and I operate on the basis that quality of education depends upon the performance of the teacher in the classroom. The other side of the coin is true too...good quality from the good performance--poor quality from the poor performance...so long as everything we do depends upon that point for implementation, we've got a problem...

A third question: "How can you implement team teaching in a way similar to that in which we implemented mathematics and be successful?"...if we would study as carefully and develop...as many materials for team teaching as we did for mathematics, you and I could ...initiate team teaching with a...lot more security than we can now. I know of no set of real directions for any of us in implementing team teaching...In actual practice, we go to one school and we see something we like, then we run back and...start putting this into operation. My only plea is that something that is as difficult and as important as team teaching should have had complete development...I don't want any medical practices being used on my children by similar methods...It's important enough to do thoroughly and do well...I can prove to you...that it's impossible to conduct nongraded instruction and adequate team teaching short of data processing for records...We are really kidding ourselves...if we believe that you and I and our notebooks and shuffles of papers can really keep those kinds of records and keep up with children...I mean a system by which there is an automated process recording what a child has achieved in relation to a schedule or sequence in order to know where he is. It's one thing to guess where he is and have a general notion; it's another thing really to know what a child has accomplished and where he is...

Another question: "Do you believe that your TV kindergarten program is as good as an adequately-financed daily kindergarten experience?"

My reaction would be that there's not a great deal of difference in the quality whether it adequately financed or inadequately financed ...as you look at conventional kindergartens. It's moving the first grade down too much in either instance. But passing judgement on the TV kindergarten...I won't say that it's good...I think it has built into it some ideas and concepts which could make it good.

A final question: "We agree that change is slow; then, why wasn't modern mathematics introduced over a twelve year period?"...Change is not slow. Change could be immediately, almost, if it's really well planned. You know how long it took some of us to change in modern mathematics--three years at most. That's unheard of in education...How was a change made so quickly? Adequate preparation had been made for it...teachers do not resist change; communities and parents do not resist change. We all resist being insecure or lacking confidence in what we are doing...If you were to put me in a new field that I don't know anything about...by resistance...will be as great as any you've ever seen because if I can help it I'm not going to be insecure in what I do and I'm not going to lack confidence... so far as being slow to change, my contention is that we really aren't if the right conditions are provided...

MR. BRYANT SMITH: I might respond to the statement Dr. Carmichael made about data processing. We are a small school district and I'm not sure we need data processing to be able to evaluate each individual child...if I would understand what he said in terms of masses of people, o.k., but our program is based on individualized instruction for individual children and any teacher on our teams can sit down and tell you where each child is in reading progress or numbers progress or any other thing they were teaching...Also, I would like to react to the use of educational TV. Some people think that educational TV is a panacea...we'll know everything and we won't need teachers and we won't need books and we won't need libraries..I'm not ready, quite, to buy this...I think television has a wonderful place in our educational program but I'm not... ready to buy TV as anything other than another instructional aid to be used by a good teacher just like a film strip projector or a 16mm projector..

MISS GOLEMAN: ...I would like to pose a question...many of us have agreed upon the importance of human relationships--that human relationships may be the top priority item in the school curriculm as opposed to skill acquisition...I just wondered...how important...to a child is the close bond or the union with the teacher and if in the team teaching situation human relationships might be submerged in our concern for information output. This is not a bone topick but just a question.

DR. GUINES: ...When we didn't have computers and we didn't have a color TV...when I found third graders at the end of the year who were reading at the first grade level I found that out by using one instrument which we all use, achievement tests. It told me only that he was reading at the first grade level. Today, some good achievement tests give you a little idea why these children are at that reading level...he needs more practices of speed...he needs more word attack skills...we have found that we need to go beyond just knowing he is beyond the first grade level...Teachers can be diagnostic. We have tools...to study children's attitudes--sociometric tests which tells such things as whether a child relates with his peers...believe it or not if you teach that child at that specific thing that is holding him back...Children will learn to read three years in one year if you know why they are reading two years below...

CHAPTER XII

TEACHER-ADMINISTRATOR RELATIONS AND IN-SERVICE TRAINING

Dr. Joe Hall

The Noblest Kind of Teaching

I have said on occasion, and meant it, that I have great respect for a teacher who can take a group of children or young people with I.Q.'s of 120 or more and in the course of a year explore in great breadth and depth some special discipline in the course offerings of a school. My admiration is even higher for the teacher who can take a group of average or below-average ability and, by some magic, get them so interested in the project at hand that they learn, and learn well, the subject matter to be learned and, in the process, discover that they have resources within themselves that made them count as personalities, that make them realize that they are of significance and importance to themselves and the group.

But I can go down on my knees in all humility, almost reverence, to the teacher who can take a group of four or five pre-school deaf children and, in the course of a semester of hard, intelligent work, teach them imperfectly to say a few syllables or words.

My purpose is not to single out and embarrass the teacher of the deaf but to point up the fact that the most worthy phase of teaching is working in the area which is most difficult.

Which is better -- to teach year after year in a middle class school or to go where the problems are and where greatest service can be rendered?

My apologies for the reference and perhaps embarrassment but I must note in passing that there in your workshop one who has chosen the place where the greatest help is needed, to do her work. Because you are participating in this workshop, most of you will doubtless be in the same category. My feeling for Miss Barbara Goleman is one almost of worship. In demand everywhere to teach gifted children, she has chosen her present work. She is attaining the greatest potential which the teaching profession has to offer.

When I have to go somewhere and listen to someone speaking in person, I have difficulty with sustained attention. My sympathies, therefore, are with all of you who are listening to a voice over the telephone. I am reminded of the ancient joke of the teacher who died, went to Heaven and, finding no fellow teachers, asked where they were. She received the reply that they were all down in Hell, going to summer school!

I am supposed to talk about two aspects of school operation: (1) Relationships between teachers and the administration and (2) the in-service training program. That which I have already said regarding self-realization through teaching relates directly to this topic.

The Art of Shared Responsibilities

We have come to understand that in almost any organization, there must be someone with final responsibility. In the school organization, this is the principal of the school. The laws of the states and the regulations of school boards usually place the responsibility for the effectiveness of the operation of the school squarely on his shoulders. Fortunate indeed is the principal who has a group of competent and dedicated teachers who know what to teach and how to teach it and who, in addition, assume their full share of concern and responsibility for the over-all effectiveness of the school program.

Some principals establish the reputation of being dictators; some are regarded by teachers as ineffective, often because they do not discipline the children as the teachers feel they should; others have a happy relationship with their teacher personnel because each recognizes his responsibility and each mutually assists the other in carrying out that responsibility.

Each Administrator Is Unique

During the course of my lifetime, I have had many different individuals to whom I was responsible. I well recall going to work one time for a new man and dropping into his office every now and then to make suggestions about what we should do. Invariably, his answer to any proposal that I made was "No". Almost equally invariably, about three or four weeks later he would send for me and propose that we should take some course of action which was identical to what I proposed to him three or four weeks before, but he seemed to have no recollection that I had made such a proposal. I learned from this experience how to work with him and learned to anticipate this delayed reaction.

With other people for whom I have worked, the procedures have been completely different. Out of it all, I did learn a lesson -- principals, superintendents, and school board members are as individual and as human as anyone else and they need to be approached in as many different ways as there are people. *My* responsibility was to be sure that the proposals which I made to any of them were in the best interest of the operation of the school system and as well thought-through as they could possibly be.

Teachers are, or should be, artists in this business of relationships. They should recognize the great responsibility that rests upon the shoulders of the principal and should be of help in every way they can in the operation of the school.

Examples of Areas of Cooperation

What are some of the specific things in the operation of a school that are of general concern?

Discipline. There is a whole area of discipline which involves all aspects of the life of the school. Movement in the halls, conduct on the playgrounds, conduct in the classrooms, dress, hair styles, and a host of other things that frequently end up as disciplinary problems.

I am thinking of a junior high school faculty of about 55 instructional personnel, who divided themselves into small groups to work on this particular problem--discipline. One group felt strongly that the principal was not decisive in his actions. At the time of the conferences, about eighty pupils were in the state of being suspended from that school. This group felt that at least 120 others should be suspended immediately and were quite critical of the principal because he had not taken such action. Would you think that the group had gone to the really fundamental problem when they came to the immediate conclusion that 120 pupils should be suspended from school? Could it be that the course offerings in the school, the relationship between teachers and pupils, the lack of interest on the part of pupils that was apparent and a variety of other things were the real roots of the problem. Should the group have addressed itself to these basic issues and how to correct them rather than propose the immediate solution of suspensions?

Sometimes I feel that we go in circles in the operation of our schools. We become firm disciplinarians and seek to remove from our schools all pupils who are causing any problems. Then we develop costly and time-consuming programs of getting drop-outs to return to school, or setting up special programs to teach these young people the necessary skills to obtain and hold a job. Someway, there needs to be a balance in all of these activities and the principals and teachers should think all problems through until they have some unanimity of opinion on the purposes and functions of their particular school and the way in which a multitude of problems can be handled.

A part of this problem however, is being ready to handle emergency situations. I am thinking of another school where six white boys jumped on two Negro boys and beat them unmercifully. Their principal called the police and had the white boys placed in jail. This was in a community well-known for its white supremacy feelings. The parents called the principal and said to him, "Do you mean that you put my boy in jail for beatin' up a nigger?" The principal responded that he had handled the problem as seemed fair and best to him and that if they needed to talk with their boys, they could go down to the jail and meet with the law officials at that place to discuss with them the problems of law violation. He had acted immediately on a situation in a way that seemed fair and just to him. Fortunately, his action was right. Subsequently, there was greater respect for the school and its personnel on the part of both white and Negro patrons because of the action which he had taken. A school

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and all of its personnel should expect that no such problems as this will arise, but they should also be prepared, in the event they do, to take intelligent and decisive action. There should be support of personnel involved in the actions by the principal and the faculty and through these, hopefully, by all of the great mass of the patrons of the school.

Codes of Conduct. One great problem in schools as you hear it expressed these days is in the matter of involvement. Teachers wish to be involved in the development of school board policies. And pupils wish to be involved with the establishment of the rules under which they live in the school. I have seen many schools involve pupils, teachers, representatives from the communities and everyone else who was interested, in developing student handbooks which include Codes of Conduct, or Ethical Procedures, or whatever term you want to call it. Almost everybody was involved in the act and nearly everyone agreed with what was developed. A spirit of good will prevailed throughout the school.

The handbooks were then kept intact for several years. During this period, many of the faculty members changed and all of the members of the student body changed. To the new students coming into the school, this handbook with its Code of Conduct was dictated by the establishment. To the school principal, it was something which had been developed by the pupils.

The probability is that at least every three years, whatever codes of this kind a school may have, should be either thrown away or completely reworked so that whatever new document is developed is a product of the students then in the school. Certainly this takes time but don't we do the same thing every year when we start a new group of pupils in the third grade or the tenth grade or anywhere else? We don't assume that since we taught a group of pupils last year the new group of pupils already knows that which was taught.

How much more important is it in the whole area of citizenship, which is the focal point of all of our teachings, that we take time to involve the student body in its basic governing guide.

New Projects. I was in Mississippi the other day and a superintendent told me of a 62-year old woman elementary school principal, who was a strong leader in the community in which she served. She was also at heart a segregationist, but her school was to be integrated. The superintendent asked her near the end of the school year prior to the time the school was to be desegregated, "Is your school ready?" Her reply was, "Yes. First I got myself right, then we had many discussions with our faculty members. We have decided that we will not be teaching white and Negro children as separate kinds of people. We will just be teaching children." This kind of self-analysis is most desirable for every principal and every teacher as new programs are developed in school. First get yourself right, then the other things will follow in due course.

Senistivity to Feelings. I am thinking of a teacher who was in a school where they had developed such understandings and where a Negro boy sat on the front row and tossed a ball of paper at the trash can and missed. Howmany of us have done the same thing! The teacher said, "All right, garbage-man, pick it up and put it in the basket." This statement almost caused a riot in an integrated school which had hitherto had good human relations. It so happened that this boy's father was a garbage man and this reference was taken as a defamatory statement toward him and the other Negro pupils in the school. The teacher had intended no wrong. She just slipped.

The time will come when we pass the tensions, when we do not have to be so guarded or careful in what we say. The American people, including its young people, have a way of taking things lightly and seeing jokes in all kinds of situations. I am thinking of a school where they had a rather outstanding football team, predominantly white but with a half-dozen or so Negro pupils on the squad. When they were to scrimmage, they dressed out in red uniforms; when they were not to scrimmage, they dressed out in white. The coach placed a notice on the bulletin board, saying, 'Dress Today Whites Only.' The Negro boys as a group gathered around the coach with such exclamations as "Coach, Coach, don't we get to practice today?" They made a big joke of it and it was fun for all. This is the kind of situation to which we should all look forward and which we will reach after a period of time during which we need to be especially guarded and careful in what we say.

It was not my intention here to begin to recite all of the problems on which the administration and the teachers need to be together. The purpose was to choose a few problems to illustrate how, through discussions and development of understanding, any problems may be resolved and a school may operate with a feeling that will bring out the best in all of the pupils and everyone else who is involved in the operation of that school.

Frontiers for In-Service Training

Not only will this involve conference time in the school but it will probably require that which we sometimes refer to as "In-Service Training". There are four broad areas in the operation of a school that the professional personnel involved should understand thoroughly:

(1) The nature of the democratic way of life and the way, in which it functions, including the nature of education in a democratic society.

(2) The way in which people, especially young people, grow and develop in the various stages of their lives.

(3) The nature of learning or the ways in which an individual really learns something.

(4) The important aspects of the subjects or disciplines that

are taught in a school.

Developing the Art of Teaching

I have sometimes said to young beginning teachers who were working in, say, the third grade, for example, that "If I were you I would know more than anyone else in the state or even in the nation about the nature of third grade children--how they grow and develop at this particular stage of life, what their interests are, what skills they should be able to attain, variations from the general pattern which might be expected. I would also know more about arithmetic, art, music, language arts and everything else that is involved at the third grade level, in the teaching of children. I would develop a thorough understanding of what the function of my school is and its relationship to the over-all concept of our society. Along with this, I would have a thorough knowledge on the basic principles for which our society stands. I would do this by learning a little bit more each year. In my own class I would take a pupil and work on him in depth--I would ask myself why I am teaching this item to this particular child--what bearing these standardized tests that I have given have for the development of this particular child. I would even keep an anecdote record of everything I did to help this particular child during the year. And through it I would learn, in-depth, more about all children.

"But I would not be content with this one thing. I would make an analysis of my own strengths and weaknesses -- talk with my principal and my fellow teachers and set myself a course that would help to improve the quality of both my strengths and weaknesses. If I needed more skill in such an area as teaching handwriting, I would get it. In a period of 5 to 10 years time, such a self-analysis and such a planned program would inevitably produce a skilled artistic teacher. In the process, I would seek out and work with institutions of higher learning which would set up workshops or offer courses with the kinds of professors who could be helpful to me in making me this artistic teacher."

Why Improve Your Craftsmanship?

I take my car into a garage to have it checked. What a pleasure it is to see a skilled mechanic diagnose the problem and proceed with the tools he has and the skills he possesses to make my car whole again. What a shattering experience it is when the person doesn't have the knowledge or the skills to do the job and cannot generate in me confidence that what he is doing is right.

How much more important is it for the teacher to be as skilled a craftsman and artist in dealing with the learning process for children? Every teacher should proceed to obtain this craftsmanship and artistry. At this particular moment the greatest need of all seems to be in the area of human relations for, "Oh, what crowds in every land are wretched and forlorn--man's inhumanity to man makes countless thousands mourn." We need skill and artistry in this area, for the sake of our nation and for the sake of ourselves. We can do most to help our civilization by first getting ourselves right.

Using the Weapons You Have

> There spread a cloud of dust along the plain and underneath the cloud or in it, raged a furious battle, and sword sparked upon sword and shield. A prince's banner waved, staggered back, hemmed by foes. A coward hung along the battle's edge and said, "Had I a sword of keener steel--but this blunt thing!" He snapped his sword and flung it from his hand, and lowering, crept away and left the field. Then came the king's son, wounded, sore bestead and weaponless. He saw the broken sword, hilt buried in the dry and trodden sand, and ran and snatched it up and, with battle cry lifted afresh, hewed his enemy down and saved a great cause that heoric day.

A tremendous battle is being waged in our nation today. The weapons which we have are the schools in which we work and the artistry with which we proceed. Our cause is civilization itself. It would be my hope that we can use these weapons so that the Star of Hope for all mankind which shines brightest in this our country will not waver. The battle can be won if each teacher, each principal, each school, will use the weapons he has to help with the greatest development of those in his own particular school.

The principal and the faculty, ideally, should be as one. And a well-planned in-service training program should be used to develop the knowledge and understandings to make them so.

CHAPTER XIII

UNDERSTANDING COMMUNITY SUPPORT FOR EDUCATION

Dr. Ralph B. Kimbrough

My major purpose is to talk with you about community power structure. If you are going to gain community support for the ideas presented in this institute, you must understand the dynamics of community power structure. As I talk about community power structure, I hope that each of you will be thinking about the kind of power structure that exists in your school district.

The term power structure is frequently misused. It is used or misused to refer to any number of phenomena imaginary or real. Prevalent opinion tends to limit power structure to a behind-the-scenes group who manipulates community decisions for selfish reasons. Popular myths arise about such groups, and every public decision that we do not like is blamed on "The Old Guard" or "The First Street Crowd." It is also common to hear people speculate about whether this or that city has a power structure. Speculating about whether a power structure exists in your city, school district, or state is a meaningless exercise. Unless complete anarchy exists, every city, school district, or state has a power structure.

I am using the term power structure to refer to the relative distribution of decision-making power among the citizens of a school district. There is a tremendous difference in power among the people of any school district. In considering the structure of power, we need to ask ourselves several important questions. Who are the persons who exercise a significant amount of power in important decisions? How do these leaders exercise power in the process of making significant decisions? How can educators usefully conceptualize the exercise of political power in educational decisions? Why do influentials of the power structure attempt to influence public policies?

Power Systems Make a Difference

There is a relationship between the quality of education and the maturity of the political power system. In this connection I will make some propositions. You may wish to argue with me about the accuracy of these propositions. First, I do not believe that you can develop schools of quality that are administered in a "sick" power system. I have investigated the power system of numerous school districts during the past fifteen years. I have never seen "healthy" school systems in school districts with "sick" political systems. Second, educators will experience much more difficulty in obtaining community support for innovations in school districts with closed power structures than in communities with political systems characterized by openness. The contention here is that community support or the lack of it makes a difference in initiating educational innovations.

Moreover, the permanence of educational innovations is dependent upon building community acceptance of the innovations. Wiles pointed to the fact that within a short period of a few years not a trace of innovation was found among the 30 schools in the Eight Year Study.[1] Yet, these schools had exhibited some of the most exciting curriculum innovations in the history of American education. In my opinion lack of community support is a major factor contributing to the lack of long-term impact of many program innovations. Some of our most innovative schools are likely to become history in a short period because school leaders have failed to build community support.

Types of Community Power Systems

Before discussing the variety of power structure typologies that may exist in your own school district, I would like to suggest that the term power system might be a better word to describe the complex forces through which the socio-economic policies for a local community are established. There are numerous elements in this system. While these elements may be common for all school districts, their variation and peculiar arrangement within different districts tend to produce a power system somethat unique for each district.

Bonjean and Olson have written that simple variations in four different elements could produce many types of power structures for diff rent communities.[2] I have proposed a continuum of power structrue typologies with monopolistic, competitive, and fragmented pluralism as the basic categories with variations in power arrangements within each category.[3]

Variations of Monopolistic Power Structures

In his study of Atlanta, Georgia, Hunter provided a good description of one kind of monopolistic power structure.[4] Generally speaking, a monopolistic power structure is one where some power wielders whose interactions are based on more than chance exercise a dominant, not necessarily complete, influence in the establishment and maintenance of public policies in a community. The influentials in the structure may represent different crowds or socio-economic interests. These men seldom rule without some opposition. The opposition, however, is not exercised by the same competing groups of power wielders over a period of two elections or in decisions transcending several issues. For instance, the sporadic group, which arises to take a position in a development such as the loss of school accreditation due to niggardly financing, unless persisting as a solidary faction through time to press for other changes in the political system, does not constitute a competitive or pluralistic power structure.

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[1] Kimball Wiles, "Contrasts in Strategies of Change," in Robert R. Leeper (ed.), Strategy for Curriculum Change (Washington: Association for Supervision and Curriculum Development, 1965).

[2] Charles M. Bonjean and David M. Olson, "Community Leadership: Directions of Research," Administrative Science Quarterly, IX (December, 1964), 278-300.

[3] Ralph B. Kimbrough, Political Power and Educational Decision-Making (Chicago: Rand McNally & Co., 1964).

[4] Floyd Hunter, Community Power Structure (Chapel Hill: University of North Carolina Press, 1953).

Monopolistic power structures may be dominated by economic interests, political machines, powerful professional groups, or other dominating interests. The influential leaders of different monopolistic power structures manifest very different attitudes toward the acceptance of progressive changes. Some structures are very solidary and represent, within a given period of time, closed societies. The power structures of other communities are very progressive and will provide high financial support for schools.

Multigroup Noncompetitive Systems

Many authorities voice the mistaken assumption that all multigroup systems are open. This may not be true. Recently we studied a school district that encompassed several small towns of about the same population size. Each of these towns had a power structure. The leaders of these different structures did not manifest interstructural ties characteristic of monopolistic systems. Even though this was a multigroup system, there was marked agreement among the leaders concerning educational policies. That is, the influentials of these different groups held similar beliefs and attitudes about the nature of community living and the process of education.

The system was marked by a high degree of consensus in ideas. There were no regime-like conflicts among the leaders over such questions as "what kind of schools ours should be." Competition was restricted to the awarding of contracts and fees. The leaders of the different groups were jealous of where new schools were located, who obtained lunchroom contracts, and the disposition of other contracts and fees. However, there was no real disagreement about the kind of schools they desired. Consensus existed about the kind of men they wanted on the board of education, the qualities desired in school administrators and teachers, and other aspects of school operation.

In the noncompetitive system one usually notes a high degree of consensus among the community influentials concerning political ideas. For example, most of them may be conservative "right wingers."

Competitive Elite Power Structures

I once believed that power was competitive for practically all school districts. The competitive elite structure, judging from my own studies and those reported by others, is found in numerous school districts. A competitive power structure exists where two or more groups of power wielders are found to engage in competition that transcends at least two elections or several public issues. The system is characterized by regime issues of the "kind of town ours should be" type. The power struggle among competing groups inevitably involves a regime issue concerning the kind of schools that should serve the community.

Although it has greater openness than monopolistic or multi-group noncompetitive type structures, the competitive elite structure is not a democratic pluralism. As Presthus has well described, the mere presence of competition is not a pluralism.[5] Competition often occurs among groups--all of which are elites. Relatively few leaders, in comparison to the total population of the school districts actually are engaged effectively in the process of decision-making for the school district.

Just as there are different manifestations of monopolistic power structures, competitive structures will vary in their form from one community to another. For example, they vary with regard to the number and occupational representation of the groups, intensity of conflict, and in the process through which leaders work to influence decisions.

Pluralistic Power Structures

The pluralistic power structure has several fragmented centers of power. Organized interest groups are effective centers of power upon governmental policy. A pluralism is characterized by effective citizen participation in decisions. The people participate directly in the decisions rendered upon public policy through organized interest groups. With its openness to and direct participation of the masses of citizens and its insistence upon competition in the "market place" of public opinion, a pluralism is thought by some social scientists to be a correlate of democratic government. A characteristic of pluralism is the fragmentation of interests and activities among the leaders who run the different governmental agencies. There is little overlap of leader participation in more than one public function (e.g., education) as tends to be true of the competitive type power structure described previously.

In the pluralistic structure the leadership shifts with the different decisions and issues that occur in the community. For instance, the persons who are vitally concerned with an educational issue may not even provide leadership in a planning and zoning issue or a decision to lengthen the airport runway. The system is so open that the leadership shifts with different issues and decisions. Thus, the system represents an extreme contrast with the monopolistic system and its singular leadership system.

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[5] Robert Presthus, Men at the Top: A Study in Community Power (New York: Oxford University Press, 1964).

The Process of Decision-Making

School leaders must develop a reliable and productive concept of the shape of the power structure (e.g., monopolistic, competitive, pluralistic) in their school district; however, this is only a beginning. The leader must learn how the power structure behaves in the decision-making process.

When one seeks decisions through the political process, he soon realizes that great differences in power exist among the leaders in school districts. The difference in power between the lowest of the top influentials and the average John Q. Citizen of a school district is phenomenal. I am talking about the kind of influence that can either help achieve educational innovations or squelch them. This difference in power is brought about by the control over and the effective use of power resources.

The strength of informal groups and of informal leadership activity in decision-making is impressive. In fact, in the case of monopolistic power structures, some of the most powerful groups may be informal. These are the groups identified by such pet names as the Big Seven, Old Guard, City Bank Group, Cape Chemical Men, or Meade City Crowd. These groups have no elected or appointed leaders, set of bylaws, or official meetings conducted by Robert's Rules of Order, but they are structured groups with common interests and they often use power resources with greater effectiveness than most organized interest groups in the community.

In our Florida studies we have found that in some communities solidary organizations compete favorably in the power process.[6] The power of organizations in political decisions varies among communities. Organized interest groups are important elements of all power systems in propagandizing and disseminating ideas about new proposals. They are used for these purposes, even though no official action may be taken on a controversial project. Partisan groups, including the two national political parties, are important vehicles; nevertheless, they are not always the major bedrock agents in moulding public opinion because they often contain informal cliques with conflicting views.

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[6] Ralph B. Kimbrough, Informal County Leadership Structure and Controls Affecting Educational Policy Decision-Making. U. S. Office of Education, Washington, D. C.: Cooperative Research Project No. 1324, 1964.

In any event, the educator is confronted with the necessity of understanding the leadership hierarchy of an informal power structure in addition to the visible structure of government and the pluralism of organizations. In quieting the uproar over a modernistic new school design or obtaining increases in money for teachers' salaries, the leaders in these informal interaction systems may often make the difference in success or failure. Somehow the information that comes informally via the "horse's mouth" from the influentials has more weight in giving legitimation to a political position than if it comes publicly from a spokesman for a special interest group.

Some influentials in the structure, often referred to as professional politicians, are sensitive to what they loosely refer to as "The People." The more influential of these men sometimes can be identified as an informal group whom I shall designate the official family. These men are more often than not rather conservative in their attitude toward change because of their desires to survive in office. This often leads to fence straddling, which places the official family at the focal point of conflict when major public projects are proposed. For example, influentials in the economic sphere may press for multimillion dollar projects that elected officials fear will cost them votes.

Power wielders often have a preoccupation with goals rather than with the processes used to attain these goals. Although they will seldom violate the critical norms or moral codes of the community, they may have little faith in the democratic process as we might define it. The normative process for decision-making through the established power structure may be different from the democratic process recommended to the educational leader. An insistence upon a process different from the norm may be viewed by local citizens as in bad taste.

Scaggs demonstrated that certain procedural norms for the decision-making process are accepted by the leaders in a community power structure.[7] These norms included such things as how a leader ought to act in order to be accepted and in order to use the power structure to get community projects across. In the community studied by Scaggs, great value was placed upon promoting projects through the informal channels of the power structure before promoting them publicly. Persons who violated these established leadership norms were not trusted and were seldom successful.

Through its ties with leaders in subparts of the community, the power structure provides rather effective communication. As mentioned earlier, the person-to-person type communication seems to be valued highest and has the greatest impact upon decision-making. This becomes a chainlike system throughout the political structure of the school district. As one citizen expressed the hierarchy within this communication process, the whispers of some men are louder than a shout. If the school leader is outside this system, he may be greatly handicapped in leading the community to accept significant educational programs.

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[7] William F. Scaggs, The Influentials of a Selected County School Administrative Unit: Their Norms and Resources (Ed.D. thesis, University of Florida, August, 1963).

In the monopolistic and multigroup noncompetitive power structures, the inactive elements or latent centers of power may be left out of significant channels of communication. A latent group has potential for power, but for a variety of reasons does not participate in the political process of the community. In the past certain ethnic and racial groups have not used their potential for power to influence policies. Until recently teachers have not exercised effective political leadership in many communities. Absentee owned corporations may not use their resources to influence traditional community policies. Certain racial and ethnic groups have been left out of the decision-making process or have chosen not to participate for a variety of reasons.

While the influentials of a power structure possess power critical to the legitimation of an educational improvement project, they may not be able to keep complete control of a decision once it is made. Improvement projects may run the gauntlet when temporarily formed associations and latent centers of influence seek to compromise or defeat them. Someone has commented that when the battle of the giants is over the war of the pygmies begins. These latent centers of power are present in all power systems and their participation in decisions is erratic and difficult to predict. Too many school superintendents face the war of the pygmies without first participating in the battle of the giants and thereby realize too many compromises or defeats.

RESPONSE TO DR. KIMBROUGH'S PRESENTATION

Some significant points made by the panel of consultants in response to discussion questions

DR. KIMBROUGH: ...Feedback from a group...reminds me of things that I didn't say that I should have said...Certainly in some communities, labor union leaders would be more powerful, have more influence, than in other communities...you just don't generalize about the exercise of power in a school district...all school districts have unique power structures and they are going to be different in the way...power is exercised in the district...different with regard to the kind of people that exercise the power there...different with regard to the attitudes that they have about education...that is the reason why I emphasize that you study your own school district...be relevant with regard to what your power structure looks like...if you can design a political activity that will get results from that power structure, fine.

DR. GUINES: ...After the depression,...John Dewey and some other people who were called progressive educators...felt...isn't it a shame that masses of American people have allowed a small number of people to manipulate the economic system of this country...ought we not...train the masses to understand economic principles? Ought we not be preparing children to really...understand wealth?...Dare the schools...become a tool, to reconstruct a society which we know we are capable of having? This is not using the schools for a communistic future government; it's using the schools to improve democracy...parents, poor parents, poor black parents, are assuming power...principals, superintendents and teachers can assume...political power to bring about some changes...everybody is trying to get a piece of power and I don't think we have really understood that this country only moves on the terms of power and wealth...somebody's got it and you can get it if you know the idea of how you get power ...

DR. KIMBROUGH: ...A young lady on our faculty...when she was teaching Civics...got the youngsters interested in getting out the vote ...they went up town and opened up an office. They began a campaign ...nobody paid much attention to it,...it was just a bunch of kids running around here, but they didn't realize how much energy these kids had. They didn't care whether you voted Democratic or Republican, just get out and do your civic duty and vote...they were stirring up...latent power...The end of the thing was...the mayor was defeated, and two or three of the councilmen. And a teacher wasn't invited back next year.

DR. GUINES: It is important...not to degeneralize...White national union leaders are running around supporting the civil rights campaign,...On the local level, unions just want to keep certain things closed because there are some people who are paying them to keep things closed...it's not just a white and black problem; it's a poor problem...

DR. KIMBROUGH: I'd be glad to talk about every point...but for the sake of time, I'll select some of the key questions...What has the political system to do with the interethnic aspects?...a great deal ...the total political system I conceive to be really...a lively community...growing out of the kind of power dynamics in the community will be...the representation of these interethnic groups in decision making. The extent to which they are represented, or whether they have the opportunity to participate in decision making, will be determined by what kind of a power structure you have. The monopolistic system...is characterized by closeness, the pluralistic system is...characterized by a great deal of openness...the ideal system that you would work toward as educators would be the pluralistic type of system. We say we believe in democracy...in terms of interethnic association, we need a process, the kind of political system...which...will allow ethnic groups to participate effectively in decision making concerning the schools...schools can't solve a lot of these problems within the four walls of the school...take housing, for example. A gentleman from Atlanta commented last week, "We have no problem integrating our schools. Our problem is to keep one integrated."...the only way you can solve that kind of a problem is to quit hiding your head in the sand, the school, and get out and work in the community, exercise leadership in the community... What we have to do as educators is solve some of the problems through working with other people in the community in the political system...

MR. CASSELL, Pocahontas County Superintendent, one of the discussion reporters, listed the following actions several discussion groups suggested should be taken in West Virginia public schools, in connection with the topic under discussion:

> ...I've listed nine or ten items which the seminar groups believed can be acted on in West Virginia.
>
> 1. Teachers should weigh and consider issues before voting the straight ticket.
>
> 2. Teachers need to find out about power structures in their local communities and understand that the faculty and student power groups are the nucleus from which can be structured a county power structure.
>
> 3. Encourage teachers to take a more definite role in the power structure. For example,...influence through the professional organizations. Also, there are too many fragments in the professional organizations to have power. The NEA, WVEA, CEA, CTA, should have one large, county organization.
>
> 4. Work to improve the image of West Virginia.
>
> 5. School board members should discuss, and emphasize more, quality education.

6. Development of proper taxes for education and the enactment of the severance tax....

7. Approach leaders in the communities in an informal manner during social functions, church activities and so on.

8. Teachers should find out more about this absentee-run state.

9. Each county school organization send one representative to each and every board meeting.

10. State and national teacher organizations should be subjected to penetrating analysis to determine whether they are tigers or tabby cats.

DR. KIMBROUGH: ...Tomorrow,...we will talk about what strategies we can use to manipulate the power structure...This is the way we solve the race problem in...a lot of school districts. How do you think these schools got integrated? It wasn't just all federal government. It was...people who were interested in keeping the economy intact... getting a strategy that will influence the power structure of a school district to accept certain concepts that we think are important, will work if we'll get at it...Another one of the things... mentioned...teachers voting for their profession...is terrifically important...Teachers ought to register and they ought to vote. And I love the idea of voting for the man who will do something for education...

DR. GUINES: I...might share...Virginia teachers' experiences in... politics...many of the teachers in the urban centers, both...white and black teachers, found out that the professional services were not really helping them with some of the urban problems.. So at their annual convention, they had in essence what was a caucas of urban teachers because many of the problems that have been worked with by the association seem to have been suburban or rural problems ...the same group of urban teachers in Virginia has almost started another professional association...all our gubernatorial candidates, ...have been meeting with these urban teachers and have been trying to get their support...this group got in politics, got some visibility and these future governors want to know what these teachers want.

MISS GOLEMAN: ...It is very important for the leaders of teachers' organizations to know exactly what the situation is...be well informed,...have legislators well informed...it's so much better...to break your back getting communications going, to form a public relations kind of power structure, because of the tragedies of polarization and we have too much polarization already in this society... the press and educators and the parents really need to be working together. I wanted to ask,...Do you know of school systems where really effective public relations campaigns have been mounted?...our school system for instance, has hired a public relations director...

DR. KIMBROUGH: ...I would prefer the concept of political activity to that of public relations...We have studied...districts in which there was well planned, well-coordinated, effective political activity with very good results...that had lost, for example, bond issues by as much as 3-1. By effective political activity...have reversed that and won by a slight majority, the bond issue...there is much we can learn by looking at school districts where they have developed effective political activity...I think a strike or a walk-out or some unusual activity is a last resort where you have tried every other way possible...when we talk about political activity we aren't talking about big things necessarily,...we're talking primarily about effective communication and activity with the parents right around us, right in the school and community.

DR. GUINES: ...We have 36 elementary schools in our city and we have found out that we can't generalize about...36 elementary schools. We have to allow the schools to relate to many of the concerns of the parents in the communities where the schools are serving the people...principals and teachers in those schools must have the freedom to relate to the ethnicity of class, as well as race...it's very hard for me to tell you, for instance, what our reading program is in 36 schools...or to tell you whether or not we are ungraded. Where we need to be, we are...The only thing we ask our principals and teachers to do is to submit themselves to personal and professional accountability...

MISS GOLEMAN: ...Recently,...I've had the opportunity to come in contact with...the public relations officers in my county and in the state. I was just wondering if in West Virginia you have a functioning public relations officer...in your State...Department of Education, and...in the various counties to handle public information. The role of these people to me is extremely vital. I've noticed great differences in Dade County since we have had...a well-paid person in this area. And in Broward County, where I live,... since they have hired one, the material we are reading in the press is changing...At our school, we have started issuing a little newspaper...about once a month...we've gotten a reduced rate for bulk mail...the kids address the little newspaper. The principal sends a message home so that parents are told about different activities at the school...we don't have a lot of parents who come to school to meetings...Also, the county magazines and the state magazines and the constant feeding to the press priority items in the school system...this...is extremely important, not only to let the press know the problems, but let the press note them through a person who can evaluate them well...

DR. KIMBROUGH: ...There's a world of possibilities in understanding how ideas are diffused in communities...Agriculture people were way ahead of us in learning how to sell ideas to people, market ideas to people...think of it in terms of a community power structure and how ideas are diffused.

CHAPTER XIV

EFFECTING CHANGES IN EDUCATION THROUGH LEADERSHIP WITH COMMUNITY POWER STRUCTURE

Dr. Ralph B. Kimbrough

The Motivations of Influentials

Why do leaders press for particular community policies? I fear that we may overemphasize the selfish interests of power wielders. The self-interest principle runs strong. Yet the men at the top of the power structure have demonstrated a capability for idealism quite apart from the financial return.

Several years ago I made an intensive study of why the eleven most powerful men in a school district power structure said they took action upon about twenty projects and issues. The leaders of competing groups held different political beliefs. Their reasons for supporting or opposing projects could be placed upon a liberalism-conservatism continuum.

In a U. S. Office of Education project, we selected two school districts of similar socio-economic background but which differed more than two standard deviations in local financial effort.[8] An intensive analysis was made of the power structures of these two districts. The Florida Scale of Civic Beliefs (FSCB) was developed in the study to measure the political liberalism and conservatism of leaders who were found to be influtential. The FSCB was also administered to teachers, county officials, and samples of the population.

The influentials in the power structure of the low financial effort school district were more conservative than the influentials in the higher effort district. A t-test indicated that the difference was significant at the .05 level.

This study also demonstrated that it is possible for men of power to hold political beliefs much more conservative (or liberal, as the case may be) than the general populace. In other words, the men at the intellectual center of the power group, although having much prestige in their communities, are not simply a reflection of the views of those whom they lead. Thus, we can see the possible error in making population surveys and planning educational innovations solely on the basis of public opinion.

Beliefs are important in understanding the weighted tendency of groups in the power structure. However, I believe that their chief role is in effecting the development of normative perceptions among the intellectual leaders of a power structure. As the men of a power group interact through time and on numerous projects, decisions, and issues, they develop widely accepted normative perceptions about community living and the place of institutions in it. They verbally convince each other that, for example, a particular type of school is desirable or that a certain amount of taxes should be levied for schools. Statements illustrative of these normative perceptions often make power wielders appear quite unrealistic or even dishonest. In my earlier studies I was astonished when power wielders referred to an obviously poor school situation as the best school system in the state. I was prone to label their unreality as intellectual dishonesty. Here I think that we err because we have not known the forceful patterns by which these normative perceptions are implanted throughout a power structure and to what degree these perceptions permeate the administration and faculty of a school system.

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[8] Kimbrough, *op. cit.*

I once served as a consultant in a school district known for its monopolistic power structure control. I noted that the leaders often referred to the false belief that this "is a poor school district." The superintendent of schools frequently stated that the school district simply could not afford the luxuries of other school systems. This was not really a poor school district as compared to other districts in the state. These men were not dishonest in this verbalized norm. This was simply a living manifestation of the establishment of conformity patterns to group norms. Through frequent interaction the influentials constantly "brainwashed" each other concerning what was good for the community.

Some two years later I was privileged to help one of the schools in this school district in a self-evaluation. The school staff was aware of the pitifully inadequate instructional conditions. Here was a school so inadequately financed that only a first-hand observer could believe it. In one meeting we were discussing the poor state of the library and instructional materials, and I asked the teachers rather forcefully why they did not demand more support for these materials. I was astounded by a response almost in unison, "But this is a poor school system." I could tell by their attitude that the teachers were a bit impatient at my suggestion that, to them, was unsound. I do feel that educators become their own worst enemy in such a situation--victims of normative perceptions that may have little relevance to empirical fact.

In order to influence public opinion, to be elected, or, in fact, to do anything toward influencing public policies necessitates the control over and effective use of resources. Numerous resources have been identified as giving people power. For example, control over wealth, mass media, jobs, votes, credit, and public position are among those traditionally cited. Other categories include friendship and kinship ties, social status, expertness, leadership ability, position in the informal interaction patterns, and group solidarity. This is in no way a definitive list.

Building Community Support Through Political Activity

The schools do not exist in a political vacuum completely separated from the socio-economic forces that help shape the political climate of a community. When schoolmen attempt to influence educational policies in the community, they are in politics. Politics need not refer to crooked deals, smoke-filled rooms, and selfish men. I am using the term politics to refer to the process of making significant decisions in the community. Educators are, have been, and should be engaged in politics to build community support for educational changes.

Every time they run a school mileage election, bond election, or other referenda, educators find that effective political leadership is necessary. If our schools are controlled by influentials in the community power structure, we cannot make changes without either influencing their opinions or creating structural changes in the power structure itself. From our previous discussion we must conclude that school improvement depends upon effective political leadership. In fact, good schools depend upon the development of good government. Consequently, the question is not whether educators should be in politics, but how they can provide effective political leadership for the development of schools of quality. There are some steps that educators may undertake to insure effective leadership in the political system.

Understanding the Power Structure

There is considerable evidence that many educational leaders do not understand the dynamics of power structure in their school districts. Becoming knowledgeable about the power structure of the school district and state is a significant step toward obtaining better community support for educational improvement.

Two techniques have been used to study community power structure. These techniques are briefly described below.

The reputational approach has been used by many authorities to study community power structure. The research is conducted in several important stages. In the first stage persons representative of groups and businesses active in civic affairs (i.e., community council, league of women voters, chamber of commerce, newspaper companies and civic leaders) are asked to submit names of prominent leaders in the community. After no new names appear, this stage is completed. A panel of persons well informed about civic affairs in the community are asked to select the most prominent persons from the lists of leaders. Intensive interviews are conducted with all of the most prominent leaders in the community plus all other persons mentioned prominently in decisions. This process produces a massive amount of data about decisional processes, leaders, and the structural relationships among community influentials.

The decision analysis technique begins with the selection of major decision areas (i.e., education, planning and zoning, urban renewal, partisan politics). Leaders associated with these areas are asked to identify the most important recent decisions in their areas. Through interviews and study of documentary evidence associated with these decisions, those conducting research attempt to describe the exercise of power in each decision.

Some persons have incorporated significant elements of both the reputational and decision analysis techniques in their procedures for study. Presthus compared the two techniques in the study of two cities in New York and suggested that a combination of the two techniques would be advisable.[9]

Neither of these techniques can be used successfully by teachers who are a part of the power structure. The use of interviews of the type employed by college professors who are outside the local power structure would undoubtedly raise some serious problems for the practitioner. Therefore, the practicing teacher must be more subtle about the way he studies the power structure.

If educators will attempt to discover the power structure of their school districts, they will be well ahead of most of their predecessors. When I finished my master's degree, I had never heard of the term. I was taught that "textbook-like" democratic systems awaited my leadership. Having a mental attitude that power structures exist and can be described is a very important step.

Several sources of information are available to the practitioner. Every person he talks to in his daily contacts probably has a "piece" of information that, when combined with other "pieces," will be significant. Moreover, educators should make it a point to engage in conversation about whom residents believe to be prominent citizens in the community. They should make sure to talk with people representative of all interest sectors of the community (i.e., farmers, businessmen, educators, politicians, lawyers, physicians, bankers, leaders in women's social activities, labor leaders, ethnic and racial group leaders, clergymen, leaders of political parties, newspapermen). A record should be kept of all significant comments and names of persons.

Documentary materials are significant sources of information about the power structure. Financial statements often show interlocking business ties among prominent leaders. Newspapers are significant sources of information about people.

Direct observation of power activity can be developed. The educator can learn to see friendship networks among prominent leaders by participating in civil activities. He can also note cleavages between groups. Who are the people who golf and fish together?

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[9] Presthus, op. cit.

How frequently are they seen together at civic meetings? Among the leaders observed, who are the men who appear to have common interests? If one really looks for clues to the power structure, he will be amazed at how much information can be put together by direct observation.

In the final stages of study, the educator will attempt to put his information into what appears to be a feasible explanation of the power structure. This represents a conceptualization of the dynamics of the power structure. This needs to be tested conceptually by attempting to predict how leaders in the community will behave on problems and issues. When you get to the place that you can predict leadership behavior on issues, problems, and decisions, you can assume that you have a fairly accurate understanding of the power structure. Since power structures do change in time, you need to engage in constant study and analysis.

Practicing educators may telescope the time needed in understanding the power structure by employing the services of study groups from outside the system. However, in the final analysis I believe that those who are going to exercise leadership for education should conduct their own self-study of politics. In this way, understandings concerning how the system can be influenced become more of an important part of ecucational leaders.

What Are the Educational Goals?

If educators are going to have political influence, they must be able to articulate the educational goals they seek. Hard-headed community leaders are not likely to be impressed with poorly defined needs and sloppily defined support data. He who knows what he wants is more likely to be successful than the disoriented person. Therefore, one of the first steps in effective political activity is to define a quality school program for the school district. What are the goals? What are the priorities in attempting to achieve these goals? Answering these questions entails intensive planning.

Organizing for Political Activity

Public opinion is the result of political activity. Moreover, public opinion about schools demands well-organized political activity. You may refer to this as public relations activity if this makes you more comfortable. In any event, educators and community leaders in the power structure can influence public opinion about schools.

As we define the educational goals of the community, we need to intensify the development of leadership strategies through which carefully developed plans will be implemented. This will demand political organization. The particular strategy and organization will depend upon the kind of power structure that exists in your school district. For example, the well-designed strategic organization for a monopolistic power structure may not be a good strategy for a pluralistic power structure.

Many much needed school bond elections have been lost because the school board members and educational leaders did not organize effectively. In proposing any change to the community, we need to develop very carefully an organizational plan for helping the community accept and move toward improved schools.

The Importance of Optimistic Leadership

I sometimes think that the most successful school leaders I have known were incurable optimists. They were not inclined to give up easily. Educators could easily accept the attitude that nothing could be done to change community leaders' opinions. We may be surprised at how effective we may be in moving even the communities most closed to educational improvement by working through the leaders of the power structure.

The monopolistic power structure may be ruled by men who want to change or by men who are progressive-minded. In our studies we have observed monopolistic power structures in which the leaders did not want any change. They resisted possible new economic developments, educational innovations, and social changes. In other monopolistic systems, however, the leaders were very progressive. They encouraged economic development. Oftentimes they view the development of good schools as consistent with their desire for economic and social development. They want their town to be up-to-date with what is going on elsewhere.

The significant point of the discussion for educators is that we may exercise leadership for educational improvement in closed type power structures. In fact, some observers contend that the monopolistic power structure may move more swiftly to make change than pluralistic type systems. This soon leads us into the autocracy vs. democracy argument. After observing the exercise of power in many communities, I believe that the open (competitive elite or democratic pluralism) type power structures are better for educational development and more consistent with our democratic ideals.

Working for Better Communities

In the past we have used such slogans as "good schools make better communities." This is still a viable idea. However, the relationship between better schools and better communities is a two-way street. Previously, I have indicated that we often find backward schools in unprogressive political systems. There is a closer relationship between the maturity of the political system and school quality than we often recognize. Thus educators must not confine their leadership energies exclusively to the school system. They need to cooperate with other progressive-minded citizens in promoting a better community power structure. If a democratic type power structure is desirable for better schools, and I think it is, we should do what we can in cooperation with other citizens to promote the full development of such a structure.

DISCUSSION FOLLOWING DR. KIMBROUGH'S PRESENTATION

(Following Dr. Kimbrough's second presentation, the Institute remained in plenary session and participants submitted written questions for comment by Dr. Kimbrough and Dr. Guines. Following are excerpts from the comments of Drs. Kimbrough and Guines, as well as, Drs. Gilbert and Sessions.)

DR. KIMBROUGH: ...If you can get community influentials hooked on education, they will find more ways to do more things than you could ever do...one thing I failed to mention this morning is...important ...We in education have been hamstrung by what I call local mentality. We resist inputs from outsiders...I've seen some magnificent changes occur by...quietly...getting somebody with know-how to come in and work with community leaders...don't overlook the fact that you can go out and get someone from outside the system to come in and put pressure on those inside the system...

QUESTION: How rigid is the white power structure in America?

DR. KIMBROUGH: ...I don't know whether I can generalize...remember, I listed four types of power structures...the monopolistic structure ...has the characteristics to be the most rigid of all...That doesn't mean that it won't change, that you can't get change. Change is much faster once you get it started than in the other types of systems. Then you have the multi-group, non-competitive...these are closed, characterized by closeness...The competitive elite and the pluralistic are characterized by openness. If you have this type of power structure, you're going to have much greater flexibility of opinion among the leaders...you have to talk about specific situations in order for me to answer about how flexible they might be... rigidity of attitude among white power structures depends upon the kind of structure, the kind of leaders you have among the structure, and the kinds of attitudes and opinions they have.

QUESTION: Can and should teachers influence young people to change the power structure of society or change society?...What's the role of young people in regard to community structure?

DR. GILBERT: ...There is a generation gap between the young and old generation, more and more...it doesn't assume all of these violent forms which we read about and see on TV, but actually, it exists...They are against anything which the old generation brings out, even if it's good; the old generation is discredited. You see, we have given them the first world war, the second world war, the Korean War, now the Vietnam War. They are sick and tired of an old generation which brings such things and cannot settle them. So, I have a dim view about the influence of the old generation on the youngsters.

DR. KIMBROUGH: ...What we find happening in our society, is a trend toward a developed democracy....A lot of administrators bemoan the teachers' militancy...Professional leadership, this is just another step toward the pluralization and democratization of the country... We want a way in which we can participate in decision making. I think this is what you find young people more vibrantly doing...

QUESTION: How can you motivate teachers to want better curriculum and improvements in school, when a large percentage of them, plus school board members, have never been in a progressive system, or even visited a school outside the state? Are there funds for such field trips?

DR. KIMBROUGH: I don't know the answer to motivating people...I do feel that not only teachers, but school board members need to be taken to places where they can see new schools...the principal of the school should try to find some money for something besides football and band uniforms...Football is important...but...the library is important too. Why can't we get some money for that?...why can't we raise enough money so that the English teacher can go to the English Teachers' Association meetings, or so that the quidance counselors and others...can get...participating in the broad, national picture...it's not beyond the realm of reality that you could get some money for these kinds of activities. Title III funds, for example, may be available...and don't overlook local funds...

DR. GUINES: ...We use words like ethnic, segregation, integration, and black people. People aren't going to travel to meetings to talk about those things. They don't want to talk about that. But if you really want to be interethnic...and if you really want to get people turned on about how fine you can make the quality of education in this state, then there are so many ways. The superintendent is not really stupid, or a bad guy...let's not make the superintendent, the State Department or the WVEA bad guys...in every organization, there are myths that grow up and in education these myths go something like this. They don't want us to do this...I've been trying my best to figure out who "they" are...I know it's not easy. It takes a lot more power to change than it does to maintain the system...

QUESTION: Not enough educators on boards of education. What is being done about it and what can be done about it?

DR. SESSIONS: Let me lean over the other way and say that I lived for five years in a community where the school board was made up almost entirely of educators and this was terrible...the people had had an over-reaction against what you are talking about. They had had a school board with no educators, so all of a sudden, they elected a school board of nothing but educators...They bucked for higher salaries, but they didn't get them. They bucked for a lot of changes, but they didn't get them, because they didn't have a banker, they didn't have a doctor, or any other community influential...But I agree with you that there should be some educators on boards of education.

DR. KIMBROUGH: ...This is very important...I don't see anything wrong with educators...encouraging good...citizens in a community to run for the school board...Oftentimes the school board is not a respected group...if you have a school board that does not have the respect of the power structure, you've had it...most of us think in terms of the citizen board of education. But there's a precedent for some educators on the board. A lot of private college boards of trustees, for example, will have some professors on it. The professors have demanded and have a representation...at least they will be there to communicate...I don't think it is going to be soon, but teachers may in the future have much more access to having representatives, at least to sit with the board, than we have in the past. I don't think it is an idea that should be ignored...

DR. GUINES: ...We never know when we stir up a system,...where it is going to fall...This is what the power leaders worry about. That's why they are so anxious to maintain control. They are afraid of what happens if they change...But,...There are some compelling reasons why we simply must change education and equal opportunity for every child is one of them. We can't wait for the old duffers to die off and wait for the new ones to be re-educated. We've got to change them now, if we can...there are priorities which we just can't shirk...there are certain compelling questions which we certainly cannot live with and sleep with when we see children being exploited and not properly educated...how many of you have attended a board meeting?...more of us are going to have to be more highly active in politics than we have ever thought, if we really take it to heart. You don't get things done in politics by sitting home watching the tube, or worrying about new dress styles, or new ways to play golf...It takes a lot of muscle and a lot of time...

CHAPTER XV

PLANNING ACTION PROGRAMS

Howard O. Sullins
Bryant Smith, Jr.
Dr. James T. Guines
John B. Himelrick, Sr.

(On the morning of the last full day of the Institute, four consultants and resource persons each made brief presentations to a plenary session considering back-home action programs. Mr. Howard O. Sullins, Education Program Specialist, Division of Equal Educational Opportunities, U. S. Office of Education, described some of the federal resources available for improving education including its interethnic aspects. Mr. Bryant Smith discussed planning for such innovations as team teaching, flexible grouping, and individualized instruction. Dr. James Guines challenged the teachers to see themselves as team members in a local system which can and must solve its own problems. Mr. John B. Himelrick, Assistant Superintendent, State Department of Education, listed some of the questions which ought to be asked of any plans for improving the interethnic aspects of public school education. This chapter is a digest of their presentations.)

HOWARD O. SULLINS:

Most of us, as far as federal programs are concerned, have a tendency to think of all of them as wrapped up in one big package. Everyone who works with the federal government comes to think that he knows about all the federal programs which are in existence. Yet I don't know anyone anywhere who knows all of the ramifications, all of the education programs, which are available for consumption and utilization in the field.

Almost all of them, however, up until this point, have been designated as programs which are for a specific purpose, not for general education uses. As I have listened to many of you during this conference, it appears that many of your problems are those for which funds would be necessary to improve the general education program.

By the general program, I don't mean to say there are not specific funds available for those facets of the program which make a good general program. There are, for instance, funds for guidance or for vocational work.

However, the program which I represent is Title IV of the Civil Rights Acts of 1964. That act has two main sections. One, the Title IV section, is concerned with the enforcement of the Civil Rights Act. These are the legal people, the ones to make decisions about schools that will be closed, or open, or merged, or what have you. We have no authority in this line. The Title IV personnel are primarily people of educational background working to improve the educational opportunitiss, equal educational opportunities, for all children.

Our prime thrust is to help school divisions in the process of desegregation to resolve the problems occasioned by desegregation of schools. We have four main funding areas. One of these is for state departments of education. We are hopeful that if the budget permits, West Virginia will have a state department unit in operation before the end of this year. I emphasize the words, "if the new budget permits;" we do not know what our funds will be. If that is true, additional staff will be available to assist you in the state of West Virginia in problems of this type. However, I would assume that whether this goes through or not, the state department does stand willing to assist in this respect at the present time. At least, they could refer you to additional sources.

We also fund university centers. We do not have one in this state. In our region we have three or four in operation at the present time. We also fund institutes such as this one. Finally, we fund, closer to home, school board grants. These are proposals in a locality, dealing with specific problems in your school division. It may be only one or two schools in a school division, but wherever there are problems caused by desegregation, Title IV is willing to assist with these particular problems.

In the past few months, most proposals have been for what we term advisory specialists. These are people who work full time in a school division, with the problems of desegregation. There might be a student strike. It might be a lack of rapport and understanding in the school or schools when the races are merged. It might be a lack of acceptance. Advisory specialists are funded to work with people, with student groups, community groups, teacher groups, or whatever groups it might be necessary to work with in a community.

The second area we work with in a school district would be the training of staff. The specific training in which we are most interested would be the training concerned with helping to change the attitudes of people.

Most of the funding of federal projects today is being channeled through state departments of education. Title I of the Secondary, Elementary Act, which probably has had the greatest impact on schools as far as the federal program is concerned, goes through the state departments. Title III, which is particularly for exemplary programs, is now being channeled through the state. In most federal programs, the state people write their own plan. They present the plan to the federal government for approval and it is within the state that many of the details are worked out. That is not to say, that the federal government has not had more than its share of red tape and stipulations which they require the state to write into its plans. Generally, however, our primary concern has been an assurance of proper budgeting.

Many of you have been quite concerned about the fact that you don't know as individual teachers what federal programs are available. You may want to ask somewhere during your preschool conference or in-service training day, that someone come and explain to you, as a teacher's association or as an individual faculty, some of the major federal programs which are available. I'm certain that someone is employed in the West Virginia State Department of Education who has a good grasp of the total federal picture on funds which are available for your locality. It might be well worth your while to have such a person come and explain to your group the workings of these federal programs. Learn how some of them are set up, what their standards are, and how your community can become involved Finally, let me say a word about technical assistance, the type that our program has been authorized to furnish to school divisions. Our technical assistance generally comes in the furnishing of the funds to employ additional personnel in your school system. They would be spending all of their time on the problems of desegregation. Or the technical assistance might come through staff training, for which we would pay such things as stipends for teachers, or for the consultants.

In all fairness to you, I should point out that unless there is some evidence of problems in your community, you would not stand much of a chance of having a project in a particular school division. Most of our efforts have to be expended for those divisions having twenty to seventy percent or more of Negro youngsters, or where there are really acute problems caused by desegregation.

In some instances, if you think you've got a problem, we would be very happy to come and work with your superintendent. We cannot come and work with individual teachers. We have to go through the superintendent's office. If you could ask him to extend an invitation to us in Charlottesville, the Regional Office of the Division of Equal Education Opportunity, we'd be glad to get in touch and see if the problems in your community are of such magnitude that we ought to come in with a special project in your locality.

BRYANT SMITH, JR.:

After my presentation yesterday, I heard from many of you statements such as, "You didn't give us a blueprint, or a guideline or an outline with steps that we can take." Or, "You didn't hand us a step by step procedure on how we can go back and handle this kind of thing in our county or school district in West Virginia. No, I didn't. No one ever handed me a canned plan that would fit every situation. I never saw one and I don't think you'll ever see one.

My purpose was to describe what we did and what we tried, including not only some of our successes but also some of the mistakes we made. To begin considering what you might want to try to do in your own school district you would have to study whether you have been meeting the needs of two groups of children as you ought--the fast learner, the one who can move ahead, and the slow starter, the slow learner. Now if you have been meeting the needs of these two groups, as well as the average pupils, in your self-contained classrooms in West Virginia, then you would not be interested in what we have done in New Albany. If you believe that in your self-contained rooms you have not been meeting the needs of the two groups at the extreme ends of this range, then you would be interested in what we've done, whether you have a race problem or not.

So there is no canned program. If you think flexible grouping and doing team teaching or cooperative teaching has value, you will have to go back to your local school system, meet with your principals, supervisors or superintendents, share with them some of the ideas you have picked up here about how you can improve the quality of instruction for each child, and plan an individualized program with all the variations to meet the needs in your local area.

I've really never seen two programs that are exactly alike. There are so many ways to do this thing, so many variations. Basically, and in a broad sense, it's the same type of thing however you individualize instruction, but there are so many different ways that you can really team teach.

But I have one word of caution. Some people say they are team teaching when they are doing nothing but departmentalizing. You must be careful, I think, in this regard. We made up our minds that we were not going to departmentalize an elementary school, at the lower grades particularly. We were not going to put in a little high school for six, seven, eight, nine, and ten year old children. If you get together with three other teachers and decide that you are going to teach a group of children, and that teacher A will teach reading and handwriting, teacher B, numbers, teacher C, social studies, and so forth, no matter whether you move the children to your room or whether you move into the room where the children happen to be, you are not team teaching the way I understand it and visualize it. If you do it that way, you've done nothing but departmentalize in an elementary school.

If you want to truly team teach, you are going to have to have a large block of time, depending upon the grade levels that you are working with. It is your responsibility to use flexible grouping and to make all the decisions as a professionally prepared, competent teacher, as to how you are going to take these children in flexible groups and move them along at their own rate in small groups and large groups and independent study. In dividing up the teaching responsibilities and moving the children along from day to day, week to week, or month to month, as they need to be moved, depending upon how they are progressing in the work they are doing, most of you on a team are going to have to assume responsibilitees for practically everything.

One of the better ways to do this and one of the ways to insure that you don't end up departmentalizing children, is for all teachers to be responsible for language arts. I have found, at least in our area, that all elementary teachers are well prepared in language arts and generally in social studies. This may not be true in arithmetic and it may not be true in science. Science seems to be a speciality of some teachers. I still think, though, that there must be two areas or maybe three, where you all will have to teach. In other areas, you can do what we call back-to-back teaching, compromising somewhat between departmentalization and true team teaching with flexible grouping.

There is no perfect way and there will be a lot of compromising as you move into team teaching and flexible grouping. But I am convinced that in our situation, the way we did it, it achieved successes for us. I would heartily recommend that you attempt something along these lines if you feel you can better meet the needs of the brighter group or faster learners and the slower starters or slower learners. Their rate, or background, or culture, as I see it, is really not the important thing. The important thing is taking each individual child and working for his improvements at his rate.

DR. JAMES T. GUINES:

Professors do not know how to solve your problems. You teachers go back and tell your principals that they are the coaches of the team. Tell them how to do team teaching. Tell the superintendent that there are citizens that are tired of paying their money and never seeing the quality of education go up. Tell him they would like for the superintendent to get on the team. Go back home and find out that you're living on a team. And if you get the team thing going in your community, many things can be done to improve the quality of education in your schools. But nobody else can tell you how to solve your problems.

JOHN B. HIMELRICK, SR:

My purpose is to describe to you some things which ought to be considered in formulating back home action programs. We have been treated these last few days to a very unique experience and it would be a tragedy if we were to leave, having had the experience, without having been touched by them.

On Wednesday night, we watched three films on Negro history, the last of which brought us up to about 1960. As I watched what was called non-violence, or really portrayed as violence, in 1960, the mild nature of that violence struck me in comparison to what is happening in the cities today. I thought to myself, how very easy it would have been for us to have made some adjustments at that time and, if only we had, how little our problems would be now. We were rigid then and how tragic it would be if even now we continue to remain rigid.

I don't think you are as rigid as you were when you came to this institute. I hope I'm not, and I hope the things that we have experienced here have changed us.

Last year, in August, there was a three day institute in which your county superintendents and board members had an opportunity to be exposed to some of the ideas and notions that we have talked about. So you have some support back there in at least thirty-six of the counties. To the remaining counties, out of our total of fifty-five, a team from Wesleyan made a visit, so that every county superintendent or a representative in every county at the policy-making level has been to some degree touched by the influence of this program. So, when you go back home, you will not find total ignorance of the notion that somebody is trying to do something about this matter of interethnic education.

The task now is back home action. It would be a failure that topples all our success if we go back home and do nothing. Next mid-January we will hold three meetings at three places over the state, at which we will ask you to review what has happened in your county as a result of your experience here. But what are some of the things we need to consider now, if we are to have any effective action to report in January?

In planning the kinds of action needed in West Virginia to improve the interethnic aspects of education, any program we devise will need to be examined in four ways:

1. The organizational level at which they occur.
2. The group to which they are addressed, that is, programs will be addressed primarily toward certain groups.
3. The nature of the program, what kind of a program it is.
4. The materials, resources,and methods to be used in the program.

Under each of these headings a number of questions need to be asked of any proposed action program. First, at what organizational level will it be carried out--classroom, school, county, multi-county or state-wide? Secondly, what are the groups addressed, pupils, teachers, community groups, school administrators, or others? Thirdly, what is the nature of the program? Is it a teaching program? Is it a program designed to bring about curriculum revision? Is it a program designed to add or acquire and use any kind of audio-visual or multi-media materials? Is it an in-service program directed toward in-service teachers? Is it a program that is designed to bring about individualized instruction through team teaching or through modular scheduling? Is it a human relations or sensitivity program? Do you believe the appropriate action in your county to simply be an assessment of the status quo of the interethnic problems in the school or in the community? The fourth group of questions would focus on the materials, resources, and methods that are needed or to be used, or intended to be used. What materials--books, films, audio-visual aids? What resources--outside consultants, local staff people, community resources, other governmental agencies, health services? What kind of methods will you be using--new teaching techniques, recruitment of students, technological aids, conference speakers? These are only examples of the types of questions which ought to be considered in planning an action program.

I know many of you are going to say, "I can't do anything. I'm just a classroom teacher." That point of view is as wrong as it could possibly be. Your county superintendent has been exposed to this, and many of them are favorably impressed by what is happening here. You can do something, something real, something meaningful. You can touch a kid, or a classroom of kids, or another teacher, or a building full of teachers, or a county full.

CHAPTER XVI

ACTION SUGGESTIONS FOR UPDATING INTERGROUP EDUCATION IN PUBLIC SCHOOLS

Robert Paul Sessions

What are some of the practical, responsible steps which might be taken to update interethnic aspects of public school education? What might be done in an individual classroom, or in a particular school, or in a county school system, or on a multi-county or state level? What materials, resources, and methods might be needed to improve the quality of interethnic education in our public schools?

These and similar questions were explored in thirteen seminar groups which met during the morning and afternoon of the last full day of the Institute. After eight days of presentations and discussions centering around distinguished consultants, the Institute had shifted its focus more toward the participants themselves. What ideas would they have about putting their learnings at the Institute into practice "back home?"

This part of the institute program was led by John B. Himelrick, Sr., Assistant Superintendent, West Virginia Department of Education. He asked the participants, in preparation for later specific planning for particular counties, to do creative brainstorming, in their discussion groups, about possible action programs. Suggestions were to be categorized by the groups in four ways:

1. At what organizational level would the action take place--classroom, school, county, multi-county or state?
2. At whom would the program be aimed--students, teachers, administrators, school board, parents, general public, state officials, or others?
3. What is the nature of the program (for example, sensitivity training, curriculum revision, etc.)?
4. What materials, resources and methods would be needed for the suggested action to be effective?

After their morning and afternoon meetings, the groups shared their action suggestions with each other, in a plenary session. Consultants added their own suggestions to those of the participants. Out of this process came many ideas of feasible actions which could be taken to update interethnic aspects of public school education.

Participants accepted their responsibility with uncommon enthusiasm. If all the action suggestions were tabulated on one long "clothesline" list, their number alone would be impressive. For analyzing, they could be sub-divided under several types of headings.

For the sake of simplicity and of convenience, however, we have grouped them as they were presented to the plenary session of the Institute, according to the organizational level most involved--classroom, school, county, and multi-county or state. Obviously, there is some overlapping of these areas for many of the proposed actions. Student or teacher exchanges, for example, could be carried out on two classroom basis, on a school level, within a county system, between counties, or on a state or even multi-state basis.

Actions on the Classroom Level

Self-evaluation was suggested by several groups as the place where a teacher might start to improve interethnic aspects of education in the classroom. The teacher can check his own attitudes, objectives, teaching methods, and relations with students and their parents. What is the self-image of the teacher, and the self-image of each of the individual members of his classes? Does the teacher himself know and appreciate persons and cultures of several ethnic groups? Are classroom procedures democratic? Is there a healthy rapport and mutual respect between and among teacher and pupils? Is there effective communication between the teacher and parents, including especially parents of deprived children?

When "action ideas" for the classroom were discussed in plenary session at the Institute, Miss Goleman suggested that participants investigate the use of teacher self-concept studies, some of which use video-tape recorders so that the teacher can see himself or herself actually teaching. Miss Goleman also suggested that inter-school visitations are important potential learning experiences for teachers, and that administrators should create time for teachers to visit and observe other classes, arranging for a supervisor or department head to cover classes to make this possible. Dr. Barry added that one of the advantages of team teaching is that in teaming the teacher can get feedback on what he does and be helped to understand why he teaches as he does.

Steps for improvement in classroom performance might include, it was suggested, observation visits to other classes, participation in teacher exchange programs, the reading of books and other materials which would broaden the teacher's understanding, and enrollment in sensitivity and other human relations training programs.

If present teaching methods are not adequately meeting the needs of pupils at the upper and lower levels of learning, the teacher might work to develop innovative methods such as team teaching, flexible grouping, and individualized instruction. Tutoring programs for the classrooms might be developed, involving volunteer college students or volunteer parents, depending on the area. Accelerated or honor students might themselves profit from being used to assist in the individualized teaching of other students.

A number of action suggestions for the classroom level centered around the building of what might be called an "interethnic understanding" on the part of students. Units and parts of units could be offered at many grade levels on the contributions of ethnic groups to western culture and the history of the integration movement. Also, the study of minority groups members need not be confined to "special days," but can be done as the minority group members appear in the normal teaching framework of the various subject fields.

In addition to teaching the history and past contributions of minority groups, classrooms can help students to a better understanding of the present problems and contributions of minority groups. Enrichment experiences encouraging interethnic understanding might include exposure to different cultural groups, different races and religions, different music and art, differences in dress and food tastes. Pupils come to a better perspective on their own communities when they understand also communities with different cultures.

A number of methods were suggested for the improvement of intergroup understanding. Role-playing techniques can build insights not only into differences of race but also such differences as those between young and old, or between haves and have-nots. Discussion of problems based on the reading of books can increase awareness on the part of pupils of the world around them and the peoples who make up the world. Problem-solving activities can help students know the social concerns built around such concepts as "immigrant," "poor white," "poverty," "loss of job," and "discrimination." A resource person from an ethnic group could share his group's culture, problems, and dreams. Foreign students at nearby colleges might visit the class. Special days or celebrations might be built around the appreciation of various minority groups. Letters, recording tapes, or even students might be exchanged with other countries, other areas of the United States, or urban or rural areas within the state.

Other methods recommended for the improvement of intergroup education are field trips, group counseling, teacher demonstrations, group discussions, study groups, planning special foods for service in the cafeteria or at a party, "dress day" with students imitating different nationalities and races, and teacher-constructed tests to fit the cultures represented in the classroom.

Materials needed might include appropriate counseling and testing instruments, books, films, filmstrips, slides, paintings, pictures, tapes, multi-ethnic texts, current events materials, newspapers, overhead opaque projectors, bulletin boards, flannel boards, posters, and educational television.

Actions on the School Level

The close interconnections of classrooms and school mean that there is a great deal of similarity between the action programs suggested for these two levels. Most of the proposed actions for the classroom level could well be considered for inclusion in school-wide programs.

More than one seminar group suggested that improving intergroup education on a school-wide basis should begin with the establishment of an effective working arrangement between teachers and administrators. There may be a need for assessment of the present program by the total staff, for school-wide planning directed by the principal (one group felt that this would require concerned teachers to "cultivate an awareness on the part of principals of interethnic problems"). Some schools may wish to set up a special committee or council of representatives of the faculty, administration, PTA, and student body, to identify problems and work on solutions. There may be the need in many schools for a Faculty Advisory Council to provide a channel to the administration for teacher gripes and to suggest ways of solving problems.

Administrators, it was pointed out, can play a key role in updating interethnic education. They can take advantage of federal programs available not only for intergroup projects but for creative education in general. They can understand and encourage teachers' efforts to improve interethnic aspects of education; this might include giving teachers freedom to innovate, securing competent consultants, and arranging paid days off so that teachers can make visits to model schools. Administrators can work with faculty to plan in-service training and faculty workshops and conferences centered on intergroup understanding and education. Administrators can seek to enlist an interracial, interethnic faculty, so that the education of students can be enriched by personal contacts with capable, professional members of various ethnic groups, and can set up teacher-exchange programs with participation by members of many ethnic groups. Administrators also can have collected and distributed to teachers a reading list of books appropriate to interethnic education.

Teachers, too, are important to any school-wide programs. In addition to cooperating with administrators in various ways, teachers can work at improving the human relationships among one another, breaking down barriers to communication within the school. Teachers who participated in the Institute could become change agents within their schools as they share their Institute experiences with fellow teachers in their departments and on the same grade levels, and as they report at both formal and informal faculty meetings the information and insights they gained at the Institute.

One of the action suggestions most mentioned in seminar groups was a cooperative effort by teachers and administration to evaluate the school's curriculum design and make necessary changes to achieve the values of pluralistic education. Is the curriculum relevant to the needs of all pupils? Are minority groups adequately and fairly treated in course materials? Are pupils helped to an understanding and appreciation of the history and contributions of national, religious, and racial groups in American and world society? Curriculum revision may call for new courses or the enrichment or supplement of existing programs. Interethnic textbooks, periodicals, and other literature may need to be secured. Most discussion groups felt that the advantages of interethnic education cannot be achieved merely by the addition of one or two courses in social studies or the fine arts, but that an interethnic emphasis and understanding should permeate the total program of the school, including its extracurricular activities.

As on the classroom level, consideration should be given to the merits of new methods of teaching, such as team teaching and provision for small-group instruction based on the interest and ability of individual students. Present guidance and testing programs may require evaluation and change, or new forms of guidance and testing may need to be initiated.

Schools may wish to extend to school-wide observance such classroom activities as various ethnic "days." Special assembly programs could center on interethnic themes, with participants representing various ethnic groups. Perhaps equally effective might be programs on other subjects but led by minority group members who have achieved success in such fields as science, education, medicine, or government. Schools might also arrange for the visitation of students, teachers, and organized groups to and from other schools, as well as visitations by foreign exchange students and foreign-born faculty members from nearby colleges and universities.

Another area of possible improvement is that of the library. An evaluation of facilities and holdings may reveal some resources not now being properly utilized for the promotion of interethnic understandings, as well as other resources which ought to be secured. The school may wish to develop an intergroup resources library of materials which might be used by students, teachers, and classroom groups for increased awareness of other groups and of human relations. The school library can assist teachers and pupils by compiling book lists and magazine reading lists dealing with interethnic subjects, and teachers and students can recommend to the librarian appropriate books and magazines to purchase. And since many minority group pupils are also economically disadvantaged, consideration might well be given to the setting up in strategic community places of small reference libraries containing such books as dictionaries and encyclopedias, for the use of disadvantaged children, perhaps with checkout privileges for home use.

School-community relations may also be the focus of action programs. Teachers, administrators, and students can work with representative persons in the community to improve human relationships within the school and community. Home visits by teachers and programs presented by students or faculty members before civic clubs and religious groups, are examples of the kinds of activities which might be undertaken. School administrators, teachers, and students also can work within the community to eliminate de facto segregation wherever it exists.

A school attempting to update the intergroup aspects of its program will need the understanding and support of the school board and community leaders. Funds may be required for in-service training, for interethnic teaching-learning materials, or for consultant services. New buildings, facilities, or equipment may be called for. School buses should be made available for field trips and other learning experiences outside the school building. In addition to local resources, the school board may wish to use professionals from the state department of education and from other state and federal agencies, as consultants for evaluation and planning, and as speakers or discussion leaders with PTA, faculty, student, civic and other groups.

When possible actions at the school level were discussed in plenary session at the Institute, Miss Goleman reported that in Miami the drama departments of two or more schools often produce plays jointly, and that through similar activities in other subject areas students are exchanged between schools which are predominantly black and schools predominantly white. She also urged again consideration of the values of a Faculty Advisory Council, saying that in her school whenever the administrative staff meets at least one faculty representative is present.

In the same plenary session, Mr. Sullins suggested that some schools have found that a Human Relations Council, formed within the school to discuss problems on a student level, can suggest positive steps for improvement of the interethnic aspects of school life, and may help alleviate some problems before they arise or flare into the open.

Actions on the County Level

The responsibility for initiating action on the county level might well rest with any one or a combination of several persons and/or groups. One of the seminars at the Institute suggested that Institute participants from a county could form an informal organization to act as a catalytic agent for change within the county. Another duscussion group suggested that teacher groups might be established or that change be initiated through existing county teachers' organizations. Still another group urged the involvement of county and state education associations and the public, including politicians and other members of the power structure, as well as the county school board and superintendent's office, in planning, financing, and carrying out educational innovations on the county level. A fourth seminar advocated the formation at county level of an integrated group of teachers, administrators, parents, and students, to evaluate and plan for interethnic aspects of the educational program.

There was considerable agreement at the Institute that a practical step at this time in many counties would be an assessment of the present interethnic situation and needs, by both educators and laymen, with representation from all groups in each particular county. Questionnaires and/or interviews might be used with students, teachers, parents, and the general public in such an assessment. An investigation should be made of federal grants which could be applicable to the needs of the county, and if the county does not qualify for help under Title IV, than Title I funds might be channeled to acquisition of needed books and materials for building interethnic understanding. Use of present and potential local funds also should be studied. Outside consultants could assist in this assessment of needs and available resources, but should not replace the involvement of county professionals and laymen in the planning process.

Mr. Sullins pointed out, in a plenary session, that now would be a good time for teachers and administrators to re-evaluate all of their system's federally-funded programs. As an example he cited Title I funds, much of which originally were allocated for equipment such as overhead projectors, but which now might be applied to new types of programs.

Dr. Barry recommended that in organizing for the assessment of needs officials should think of regional areas, such as natural demographic or geographic areas, as well as of individual schools or of county systems. She also suggested that assessment should include "grass roots" involvement of parents and students, and that, after input has been translated into an assessment of needs long-range and short-run educational objectives can be set. In the light of the objectives, resources can be allocated, old and new teaching methods coordinated, and criteria for evaluation determined.

Many of the action suggestions for individual schools, given above, could be developed as county-wide programs--as, for example, teacher and student exchanges, the strengthening of guidance programs, curriculum revision, and work on the possibility of initiating new teaching-learning methods. Other county-wide programs might include additions of interethnic materials to central libraries, establishment of interethnic resource centers, expansion of vocational programs or schools to better meet the needs of particular students, and the employing of social workers by the schools to supplement the work of teachers and administrators with students and their families.

A number of recommendations from seminar groups were concerned with county-wide policies and programs to enable principals and teachers to improve their understandings, attitudes, and skills in regard to intergroup aspects of education. Workshops for principals, and visitation by principals and other administrators to model or experimental schools were suggested. Teachers could be helped by sensitivity training programs in human relations and interethnic problems, and by in-service programs, seminars, institutes, and workshops which stress human relations, intergroup relations, innovations in education, and skills in the use of media such as educational television. A county-wide policy, with necessary funds, might release teachers--as principals--to visit schools in other counties and states. Mr. Himelrick pointed out that a recent act of the state legislature makes it possible for school boards to set a policy and pay teachers to make trips for definite educational purposes. A new county policy also might be necessary to make possible use of buses for enrichment experiences, and to free teachers to have activity-centered classrooms not chained to a textbook.

The relation of the school system and its community was the object of other suggestions. Participants in discussion groups and Miss Goleman and Dr. Guines in plenary sessions stressed that someone at the county level should be responsible for public relations, and keeping the community informed about what schools are doing and about what advancements are being made. Miss Goleman reported that her school publishes a small newspaper for parents. Others urged a better utilization of the public news media for publicizing positive intergroup actions by the schools. Still others suggested that teachers and administrators should evaluate the power structures of their communities, identifying influentials and enlisting their understanding and support for interethnic aspects of the school-community life. Industry and union leaders were described as potential allies of the school in efforts to improve intergroup relationships.

Actions on a Multi-County or State Level

Multi-county suggestions included the idea, expressed in several groups, that teachers and supervisors who had attended the Institute be used to pass on to those counties not represented their new insights and ideas. Further multi-county recommendations were intercounty teacher exchanges, use of educational television on a multi-county level, and the devotion of part of regional professional meetings to promoting the values of intergroup education.

Other "ideas for action" seemed aimed at the State Department of Education. The Department, it was urged, ought to organize a special division to gather and develop materials, plan training programs, and assist school systems with problems related to intergroup education. There should be an evaluation of the school programs of the state in terms of human relations and pluralistic education, and an emphasis on interethnic relations should be made an integral part of the public school curriculum from kindergarten through the twelfth grade. The State Department can help local school systems by the adoption of multi-ethnic textbooks and multi-ability texts, and by reviewing its policies which might hamper change to new types of learning experiences. County systems could be helped also by more assistance in knowing what materials, aids, and monies are available for intergroup projects. Experimental or pilot schools, perhaps one for each region of the state, might be set up to demonstrate innovations in quality education for all students.

Teacher training was the focus of other suggestions for statewide action. Studies of human relations ought to be included in the curricula of teacher-training colleges. For the training of teachers already in service, sensitivity training and other human relations programs could be planned on a state-wide basis. For example, educational television might be used to train teachers in intergroup education and the use of creative teaching-learning methods, or tuition-free classes in intergroup education might be offered in each region of the state, meeting in different schools one day or evening each week for sixteen weeks.

Many of the suggested state-wide programs could be developed or assisted by an agency such as the Equal Educational Opportunities Center at West Virginia Wesleyan College, and some recommendations were directed specifically to the Center. Several groups asked for further institutes for teachers and administrators, and others urged the use of Center personnel for consultation with school officials in counties throughout the state. Also suggested was the development by the Center of a human relations emphasis to be coordinated with PACE (Project Advancement: Creative Education) centers around the state, and the compiling of a list of available resource persons from various cultures or consultants with particular expertise in intergroup or innovative education.

Still other state-wide programs recommended ranged from an exchange of principals and supervisors between rural and urban areas, to joint effort by government, business, and education groups to let Blacks into the power structures of the state. Finally, several suggestions involved the use of audio-visuals or the mass media: the preparation or securing of interethnic materials for use on educational television, the securing of newspaper space and time on commercial television to build a state-wide awareness of the need for intergroup education, and the preparation of a file of positive interethnic action programs in some state schools for sharing with other counties.

From the General to the Specific

The action suggestions given in this chapter are only examples of many kinds of actions which might be taken in individual classrooms, or in particular schools, or in particular counties, or in the state. On the last morning of the Institute, drawing upon these suggestions and further ideas of their own, participants from each county met and drew up specific action plans which they would seek to carry out in their own county. Just as no ready-made, packaged plan was handed to the participants, so no standard action proposal can be given the readers of this study-action manual. It should be clear, however, that there are many feasible steps which can be taken by teachers and/or administrators who are in earnest about achieving the values of integrative education for the pupils in their school district.

In any school district a consideration of both means and ends is necessary. In commenting on the many actions suggested by seminar groups, Mr. Himelrick warned participants not to let an overemphasis on means get in the way of the setting of goals. To start in planning with one's eye primarily on resources or methods, he said, may be realistic but also can be self-defeating if the saying, "We don't have what we need," is used as an excuse, or a buck-passing, or rationalization. Dr. Gilbert supplemented Mr. Himelrick's admonition with the observation that some job breakdown or consideration of schedule and responsibility should be added to a concern for objectives. Attention to both means and ends is needed in any specific situation.

In the same plenary session, Miss Goleman suggested that the formulation and adoption by the Institute participants of a Declaration of Beliefs might result in a useful tool for calling the attention of superintendents and others to the needs and opportunities related to intergroup education.* Dr. Barry urged those present not to be satisfied to stop with adoption of such a declaration, but to use it as the beginning point for comprehensive planning at the state level as well as at local and regional levels.

Finally, Dr. Guines and Miss Goleman challenged the teachers and supervisors present at the Institute to believe that they can do something significant in their local and state situations. "Most of the positive, creative education programs I know," Miss Goleman said, "have been started by a few interested teachers who worked for the objectives in which they believed."

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* A Declaration was prepared by a committee and adopted by the participants. See appendix.

A DECLARATION OF BELIEFS

Adopted Unanimously In A Plenary Session Of The Institute, July 2, 1969

We, the teachers, supervisors and administrators assembled at West Virginia Wesleyan College, Buckhannon, West Virginia, for an Institute on Interethnic Aspects of Public School Education, do hereby make the following declaration of beliefs, which we commend to the thoughtful consideration of our fellow teachers and supervisors, our school administrators, state and other educational agencies, and the general public:

We believe:

I. That people have more similarities than differences and that each person should be accepted and/or rejected upon his individual merits.

II. That in view of the nature of the modern-day world, American children, regardless of racial, ethnic, or religious affiliation, should be educated to the fullest so that they may be competent world citizens, and that understanding and skills in human relations are indispensable to such an education.

III. That interethnic education is not just the law of the land but is the responsibllity, and should be the concern, of all Americans--including educators, auxiliary personnel, the West Virginia Education Association and other professional groups, community agencies, civic organizations, units of government, laymen, students, and parents.

IV. That an assessment of the needs of each county in regard to interethnic education should be made by responsible school authorities in order that an effective educational change might be initiated.

V. That our schools, with community support, should develop a concrete philosophy and program in intergroup/interethnic relations to help resolve group conflicts and promote better understanding and practice in interpersonal relationships.

VI. That it is imperative that our schools emphasize knowledge about the contributions of all ethnic groups in America in order to bring about better relationships and understanding.

VII. That curricula and methods should be developed to meet the diverse abilities and past experiences of children, and that teachers should be encouraged to consider innovative methods of education.

VIII. That an on-going in-service program which meets the needs of interethnic education should be initiated on state and local levels.

IX. That we as educators should re-evaluate ourselves and our system, and school laws be reviewed and up-dated, to meet the challenges of present-day educational needs and techniques.

X. That newspapers, radio and television stations, and all other agencies influencing public opinion should recognize and accept their responsibility for promoting a positive climate in interethnic relations as in the other aspects of the life of our state.

(The committee drafting this Declaration of Beliefs was composed of Miss Mary Abbott, Supervisor, Raleigh County; Mr. Grey Cassell, Superintendent, Pocahontas County; Mrs. Eloise Jarrel, teacher, Kanawha County; and Mr. Earle C. Smith, Social Studies Curriculum Coordinator, Fayette County.)

RESOURCES AND BIBLIOGRAPHY

On Intergroup Education:

One of the finest and most complete bibliographies on intergroup education, including books, pictures, films, and records, is found in Jean Dresden Grambs' book, Intergroup Education: Methods and Materials, Copyright 1968, and available in paper back from Prentice-Hall, Inc., Englewood Cliffs, New Jersey. This 113-page bibliography lists books and other materials according to the following subject areas:

1. Race, ethnic, and religious aspects of American life: general background.
2. Prejudice and its by-products.
3. Background and history of the Negro in America: African history: contemporary Africa.
4. History of the Negro adapted for school use.
5. Background material and discussion of the contemporary civil rights movement and school desegregation.
6. Poverty and education.
7. Language and culturally different students.
8. Human relations education: background and suggested practices.
9. City and state guides and reports.
10. Role-playing, games, simulations.
11. Elementary education: background.
12. Resources for elementary students: novels, biography, texts.
13. Secondary education: background.
14. Books for youth: fiction and nonfiction.
15. Biographies and autobiographies for high school and adult readers.
16. Textbook studies.
17. Pictures and their utilization.
18. Films, film sources, film use.
19. Recordings.
20. Bibliographies.
11. Journals.
22. Organizations.

A shorter but sound bibliography may be found in Meyer Weinberg, Integrated Education: A Reader (Beverly Hills, California: The Glencoe Press, 1968). This bibliography is divided according to subject matter, with listings at the end of each major section of the book.

The journal, Integrated Education, edited by Meyer Weinberg and published at 333 S. Dearborn St., Chicago, Illinois 60604, will help a teacher or administrator keep abreast of current developments and thought in the field.

A fifty-six page booklet, Human Relations: Guide to Intergroup Education in Schools, prepared by the Pennsylvania State Committee on Human Relations, is available from The Department of Public Instruction, Commonwealth of Pennsylvania, Harrisburg, Pennsylvania (Ask for Curriculum Development Series No. 6). Although printed in 1962 and developed with Pennsylvania schools in mind, the booklet contains many helps and information which would be useful to teachers and administrators in any state.

On Education for the Disadvantaged:

An excellent list of centers of study and sources of information, including addresses and a description of the type of help offered by each, is found in Helen E. Rees, *Deprivation and Compensatory Education* (Boston: Houghton Mifflin Company, 1968).

The volume by Rees also contains a comprehensive bibliography of 223 books and 380 articles, as well as a few suggested films on education and the disadvantaged.

On Community Support:

The Coleman Report, which explores the tendency of negative community influences to offset educational programs for the disadvantaged, is thoroughly discussed in the special Winter 1968 issue of *Harvard Educational Review* (Volume 38, No. 1), which may be ordered from *Harvard Educational Review*, Harvard University Graduate School of Education, Longfellow Hall, 13 Appian Way, Cambridge, Massachusetts 02138.

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On Team Teaching:

An up-to-date mimeographed bibliography of books, pamphlets, and articles on team teaching may be secured by writing the Research Division, National Education Association of the United States, 1201 Sixteenth Street, N. W., Washington, D. C. 20036. Ask for RL 69-3, References on Team Teaching, January, 1969; single copy free, not available in quantity.

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